DOCUMENT RESUME

ED 329 133 FL 800 213

AUTHOR	Casasnovas-Bauer, Catherine; Thibodeau, Lynne
TITLE	A Handbook of the Workplace Literacy Project, 1988-90.
INSTITUTION	Orange County Public Schools, Orlando, Fla.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE	90
CONTRACT	V198A80
NOTE	134p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	Adult Education; Food Service; *Hospitality Occupations; Hotels; Immigrants; Instructional Materials; *Literacy Education; Program Descriptions; Records (Forms); *Vocational English (Second Language)
IDENTIFIERS	*Orange County Public Schools FL; *Workplace Literacy

ABSTRACT

The Orange County (Florida) Public Schools Workplace Literacy Project is described. The program, established to meet the training needs of the growing hotel and restaurant industry in central Florida, has served over 1,000 primarily limited-English-proficient, immigrant students during the 18-month period of October 1988 through March 1990. Literacy and math skills are also offered to monolingual English-speakers at the workplace. Sixty classes were conducted at 22 sites within businesses and industries. Continuation of classes to large businesses through the schools' vocational technical centers is anticipated. Funding to serve small businesses and support ongoing efforts is being sought. This report describes components of the program, including testing, curriculum, guidance services, marketing to industry, coordination with participating schools, teacher recruitment, teacher and tutor training, and the role of volunteers. Appended materials consist of maps and directions to all class locations, a list of advisory committee members, student performance level descriptions, student screening tests, forms to be completed by students' supervisors, four sample lesson dialogues with exercises, an employer task analysis form, a workplace safety manual, a course syllabus, a teacher self-evaluation form, and a memorandum to instructors. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. Bauer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

James L. Schott
Superintendent

Donald Shaw
Executive Deputy Superintendent

Joseph E. Stephens
Associate Superintendent for Postsecondary Vocational,
Adult and Community Education

L. Douglas Knoblett
Director of Postsecondary Vocational,
Adult and Community Education

Ronald D. Froman
Senior Administrator
Adult and Community Education

Joseph A. McCoy
Senior Administrator
Business and Industry Training
Special Projects

Catherine Casasnovas-Bauer
Director
Workplace Literacy Project

Orange County Public Schools
P.O. Box 271
Orlando, Florida 32802

1/SPEVOC/211.4

ACKNOWLEDGMENTS

A special thanks to our Workplace Literacy Partnerships whose cooperation and expertise as well as advertisement combined with the instructional expertise of our Adult Education instructional staff and personnel reaped the rewards of SUCCESS.

The Orange County Public Schools/Central Florida Hotel Motel Association/Central Florida Restaurant Association Chapter 4 and Orlando/Orange County Convention and Visitors Bureau, Inc. Partnership.

Participating Hotels/Restaurants

The Lake Buena Vista Palace
The Peabody Hotel
The Caribbean Beach Resort-Disney World
The Sheraton World Resort
The Sheraton Orlando North
The Comfort Inn
The Quality Inn
The Marriott's Orlando World Center
Omni International

Participating Business/Industry

Weathashade, Inc.
Wheeled Coach, Inc.
Frito-Lay, Inc.
Regal Marine
Florida's Pillow Factory
EPCOT/Showcase - Disney World
EPCOT/China
EPCOT/Mexico
EPCOT/Germany
EPCOT/Morocco
EPCOT/Japan (Mitsukoshi, Inc.)
EPCOT/Acrobats (China)

An extra special thanks to the personnel at OCPS who contributed to the success of the Workplace Literacy Project and the refinement of the handbook.

Thanks to Evelyn Jennings, secretary, for editing; Zaida Malave for many hours of typing; Jackie Neudecker, Document Processing Center 1, whose patience in making changes and revisions greatly enhanced our handbook; Jewell Moncada for her artistic talent in providing maps and written directions to worksites; Yadira Espiricueta, Project Assistant, who visited worksites, compiled and organized information and contributed meaningful comments; Lynne Thibodeau, whose writing assistance was invaluable; and Joe McCoy, Senior Administrator, Business/Industry/Special Programs, for moral support.

1/SPEVOC/211.81

Also appreciated is the expertise of Sarah Newcomb, Program Officer in the U.S. Department of Education for National Workplace Literacy Programs who was supportive of our endeavors.

Finally, an extra special thanks to all the vocational technical school coordinators who were key personnel in conducting outreach and providing teachers.

Mr. Bob Giannone
Mid-Florida Tech
2900 W. Oak Ridge Road
Orlando, FL 32809

Ms. Lynne Thibodeau
Orlando Vo-Tech
301 W. Amelia Street
Orlando, FL 32801

Dr. Carolyn Tift
Winter Park Adult Vo-Tech
901 Webster Avenue
Winter Park, FL 32789

Mr. Tony Encinias
Westside Vo-Tech
731 E. Story Road
Winter Garden, FL 34787

It has been a challenging experience.

Katy Bauer
Director
Workplace/Literacy

Spring, 1990

This handbook was prepared with funding from the office of Vocational and Adult Education, U.S. Department of Education under grant number V198A80. The opinions expressed in the handbook are solely from the perspective of the writers and do not necessarily reflect the positions and/or policies of the department.

1/SPEVOC/211.82

PREFACE

This publication culminates an eighteen month adult literacy endeavor facilitated through the Orange County Public School System in Orlando, Florida. The Adult Education Department of Orange County Public Schools was the recipient of a Workplace Literacy Partnership Grant in October 1988. The project was enthusiastically endorsed by community associations and businesses who had signed an agreement of partnership. The partners include:

Orlando/Orange County Convention and Visitors Bureau, Inc.
Central Florida Hotel and Motel Association
Central Florida Restaurant Association
Regal Marine
The Peabody Hotel
The Marriott's Orlando World Center
The Sheraton World Resort
The Buena Vista Palace
Frito-Lay, Inc.

All partners remain supportive of the program. As members of tne advisory committee, these partners were satisfied with the progress experienced and are anxious for the program's continuance.

A testimonial of the program's success are the awards received in 1989. The Workplace Literacy Program was the recipient of the Secretary's Award for Outstanding Adult Education Programs from the United States Department of Education and also the Award of Excellence for Adult Education Job-Site Program from the Orange County Public School system.

PHILOSOPHY

The quality of life in any society, as well as its economic status, is directly related to the productivity of its citizens. The Orange County Public Schools Workplace Literacy Program contributes in this effort to upgrade the quality of life of its citizens and the corporate entity, as well as the economic status of the individual and that of the community as a whole.

The Workplace Literacy Program in Orange County, Florida, addresses the English training needs of individual employees in a cooperative partnership with business/industry. The intent of the Workplace Literacy Program is to meet the needs of the individual, industry and the community by providing literacy skills, which will enable employees to function more efficiently and/or advance within their particular place of employment.

The basic goal of the program is to provide English skills to employees so their individual productivity enhances that of the corporate entity, enriches their personal welfare and impact the economic status of the community.

OVERVIEW

The workplace literacy classes provided are in direct response to the training needs of the hotel and restaurant industries in Central Florida. The number of motel rooms has more than doubled in the past few years, from 34,000 in 1980 to some 68,000 plus in 1989. The number of restaurants has increased accordingly. As these service industries have grown, so has the number of non-English proficient workers who apply for entry level jobs.

Census figures (1980) indicate that Orange County's Hispanic population was 4.2 percent; it is now (based upon student enrollments) over 9 percent, a 41 percent increase. The Asian (Vietnamese and Cambodian) populations have remained constant in the schools, but training records indicate that approximately 15 percent of present project participants are Asian. The greatest influx has been Haitian immigrants. In the 1980 census this population was given scant attention. Based on the growing number of Haitians seeking employment in the service industries and interviews with representatives from the East Central Florida Planning Council and Catholic Relief Services, Orange County Public Schools' Adult Education staff estimate that this population now numbers more than 5,000. Agency statistics show they are the least educated and most disadvantaged of the immigrant populations.

The aging population plus the expectancy of fewer young people in the employment pool by the mid-1990's, and given that the service industries employ the greatest number of entry-level persons in Central Florida, we can predict that for the next ten years the service industry will recruit the majority of their new employees from the immigrant ranks.

Background

The Orange County Public Schools Postsecondary Vocational, Adult and Community Education Department initiated the Job-Site Partnership Literacy Program during the 1985-86 school year for the implementation of the Job-Site Partnership Project funded through the Carl D. Perkins Vocational Program and an Adult Education 310 Project. The project provided work-related, customized English for Speakers of Other Languages (ESOL) instruction at the job-site for over 290 students. The curriculum was custom developed at each job-site through the joint efforts of the project's curriculum resource teacher (CRT) and the business partner, based upon needs that the business partner identified by completing a detailed language needs assessment and job shadowing when necessary. By May 1988, the project increased the number of participants per year to more than 450.

The recipient of a federal Workplace Literacy Partnership Grant in October 1988, further enhanced the offering of job-site classes. The number of participants increased to over 1,000 by December 1989.

The effectiveness of these programs has been recognized as exemplary. The State of Florida Department of Education named the Job-Site Partnership Project to the Adult and Community Education (ACE) network as one of ten exemplary adult and community programs, the only ESOL program so recognized. In January 1987, the Business Council for Effective Literacy named the project a model program for workplace ESOL. The recipient of the Secretary's Award for Outstanding Adult Education Programs from the United States Department of Education and also the Award of Excellence for Adult Education Job-Site Program from the Orange County Public School system, 1989, serve as testimonial of the program's success.

Purpose

The purpose of the Orange County Public Schools Workplace Literacy Project is to fortify family, workplace, and community by aiding in raising the literacy level among adults who are employed by businesses in Orange County, Florida.

It is the responsibility of everyone involved with the Workplace Literacy Program to accept the adult student at their present achievement level of communication in English. Furthermore, establish realistic educational objectives for each student, and provide learning experiences necessary to meet these objectives. Instruction specifically related to employment includes training in listening, speaking, reading, and writing.

Literacy instruction at the workplace provides students with:

- individualized, compentency-based curriculum tailored to workplace needs using materials related to job performance
- guidance and counseling services to assist students with information about community services
- individual and group counseling for educational and personal growth
- consultation and training on cross-cultural communication
- an understanding of the American work ethic

The businesses whose employees are provided with English language skills, gain:

- o increased job safety
- o increased training effectiveness
- o increased employee advancement
- o improved cultural understanding
- o increased productivity and job satisfaction
- o decreased turnover
- o decreased training time

The unique partnership between the Orange County Public School System and local businesses offering customized literacy classes at the workplace, results in a community literacy effort where everyone is a winner.

Locations

Maps and written directions to the various workplaces served have been printed. These maps and directions can be found in Appendix A.

Advisory Committee

The Advisory Committee comprised of members representing each of the partners was established for the Workplace Literacy Program. The committee provided guidance to the director of the program, assisted in goal setting, reviewed progress and made recommendations. The committee met quarterly and included representatives from each of the Orange County Public School system's vocational schools. The vocational schools are key literacy providers; therefore, the vocational schools' industry services coordinators were invited guests at the advisory committee meetings. A list of the advisory committee members can be found in Appendix B.

PROJECT DESCRIPTION

The Workplace Literacy Project of Orange County Public Schools in Orlando, Florida, encompasses a multifaceted spectrum offering of literacy skills. Literacy skills and math skills offered to monolingual native English speakers at the workplace as well as CAI (Computer Assisted Instruction) and ESOL (English for Speakers of other Language are components of the project. The major portion of the project is directed at ESOL where the greatest need is evident.

Classes generally meet three hours a week, and are scheduled between 7:00 a.m. and 6:00 p.m., Monday through Saturday, for approximately eight to ten weeks. Students are evaluated upon entry into the class and at eight to ten weeks intervals until the appropriate exit level is reached.

The student levels are identified through the Mainstream English Language Training Project (MELT: Refugee Materials Center, U.S. Department of Education, 324 East 11 Street, 9th Floor, Kansas City, Missouri 64106) as follows:

MELT STUDENT PERFORMANCE LEVEL	WORKPLACE ESOL LEVELS
Level 0	Pre-Literacy Level ESOL
Level I	Beginning ESOL
Level II	Low Intermediate ESOL
Level III	Intermediate ESOL
Level IV	High Intermediate ESOL
Level V	Low Advanced ESOL
Level VI	Advanced ESOL
Level VII	High Advanced ESOL
Level VIII	Advanced Skills Development
Level IX-X	Non-participant in ESOL

See Appendix C for breakdown. A competency-based checklist was also kept for each student. This documentation serves as an assessment record for informing progress to business/industry. Participants and instructors need to be aware of when and what competencies have been mastered. Management is interested in finding out if their investment is worthwhile. See Appendix C for sample of checklist and a sample form of how it was used.

Testing

A test called WESOLT (Workplace English for Speakers of Other Languages Test) was developed and piloted. It primarily covers pre-literacy and beginning level competencies. The intent was to have a general workplace test that could be used at all worksites to test LEP (Limited English Proficient) students. A sample test without the picture booklet can be found in Appendix D. The test consists of two parts: WESOLT(A), the oral section and WESOLT(B), the written section. The test was translated into Spanish and Creole to determine literacy and knowledge of the concepts in the native language of the participant.

The OPI (Oral Proficiency Interview) adapted from Palm Beach County was used for the more proficient ESOL students. These students were also requested to write an essay describing their country in terms of location, tourism, economy, and education. A vocabulary comprehension test comprising of 22 statements was also administered. See Appendix D.

Ideally, an evaluation tool should be developed for each course that is taught. The items included in the evaluation tool should directly reflect the desired student behavioral outcomes as a result of

having taken the course. The curriculum written should identify the desired outcomes in terms of measurable objectives and reflect the skills to be taught: listening, speaking, reading and writing. It should also encompass the cultural insights taught, such as understanding schedules, time, introductions and responding to small talk with co-workers and/or supervisors.

The State of Florida Department of Education requires that the TABE (Test of Adult Basic Education) be administered to all adult basic education students including ESOL students. The TABE Locator test determines the level of the TABE to be administered. If the student is unable to complete the test because of non-literacy, this is documented. The student is tested at a later date when his/her literacy level improves.

Curriculum

The curriculum is designed to meet the needs of the employee at the workplace in accordance with the needs assessment submitted by the employer and/or a task analysis performed by the curriculum writer(s). See Appendix E for a sample form of the Needs Assessment. The employee handbook and/or other materials, provided by the employer, as well as the teacher going through the employee orientation session(s) is also valuable in preparing the curriculum.

Each worksite should be dealt with on an individual basis even if needs appear to be similar. A task analysis (job shadowing) is sometimes necessary to enable the curriculum writer to become familiar with specialized technical vocabulary and to develop a clear understanding of specific job responsibilities of the prospective students. (Appendix F). Acquiring this experience is an important step in

curriculum design and development. Material development should continue throughout the duration of the classes. Flexibility and creativity are vital and materials should be viewed as a means to an end. The materials must serve the purpose for which they were created; if not, revise or eliminate them. Materials must be designed to meet the needs of the adult learners. Activities should be varied, enjoyable, and capture the learner's interest. Two basic texts utilized in the project:

Mrowicki, Linda. Let's Work Safely! Palatine, IL: Linmore Publishing, Inc., 1984.

Robinson, Catherine, and Jenise Rowekamp. Speaking Up At Work. New York: Oxford University Press, 1985.

It is important to include a variety of activities employing methods and techniques appropriate for each level. A list of methods/techniques, a curriculum development chart, a list of basic survival sight words and sample dialogs can be found in Appendix G.

Basically, students in ESOL classes receive English instruction in such related skills as reading pay checks, filling out forms, names of tools and equipment used on the job, calling in sick and safety on the job. A sample safety curriculum developed for one of the sites is included in Appendix H.

The more advanced ESOL students who are in a supervisory/leadership position, complete higher level and longer reading/writing assignments. In addition, American culture and work ethic is included in the ESOL classes.

Guidance

An essential and unique part of the Orange County Public School Workplace Literacy Program is the provision of counseling services.

The guidance component was designed to offer both employers and employees assistance. The guidance component serves as the vehicle for facilitating the employees success at the workplace, as well as a resource for aiding the employer in managing specific concerns more efficiently.

Services provided:

- o vocational and job skills assessment
- o individual and group counseling for educational/personal growth
- o consultation and training on employability skills
- o counseling and consultation with supervisors/employers on special issues
- o consultation and training on cross cultural communication

A need for knowledge about the American work ethic/cross cultural communication beyond the class perimeters was realized. A resource guide for the guidance counselor was developed. The units and/or sections in the Resource Guide for the Workplace Literacy Project, 1989-1990, can be used by teachers as needed. Due to space limitations, Appendix I contains only the table of contents of the resource guide. A form used by the guidance counselor at the initial interview can also be found in Appendix I.

MARKETING

The development of successful English programs is enhanced by the establishment of many different linkages with the local business and industrial community. Initial contacts may be made through memberships in business organizations such as local chambers of commerce, the Hotel/Motel Association, the American Society for Training and Development, and Personnel Managers Association.

Networking through existing business and industry contacts can be a major source of new classes to be developed. By asking contacts who have had literacy programs to share their success with other business people, or to provide names of other companies to contact, many more companies are told about literacy education. Corporate personnel who know the value of English programs can provide a source of advertising hard to duplicate. Word of mouth recommendation is the basis of a positive referral. Other networking opportunities can be initiated through attendance of business/industry meetings, conventions, seminars, associations and trade shows. Speaking engagements for community organizations and civic groups will provide valuable linkages with all types of employers.

Social service agencies, the Private Industry Council, other agencies, and church groups can act as referral agencies for people who need English communication/literacy skills.

Many district vo-tech centers employ personnel with extensive contacts at local businesses and industries. The vo-tech coordinators are a tremendous resource for outreach since the vo-tech centers provide training to corporate employees. The vo-tech staff hears of needed English programs at these companies and/or is able to contact employers and ask if they are interested in literacy classes at their worksite.

In addition, all the area vo-tech centers have advisory committees related to their vocational and academic programs. The advisory committee is made up of business people who meet regularly to provide the school with updated information about the industry's training and employment needs. Sharing information about job-site literacy with them is a good way to "P.R." the program to business people who already support adult education.

The Workplace Literacy Advisory Committee is a terrific source of networking. Not only does it serve as a personal testimonial, but also as a source of advertisement through their various in-house and association newsletters.

Periodic follow-up calls to companies that have been previously served by on-site literacy programs will determine if they need additional or updated classes. Another source of telephone contact is corporate personnel calling the school district directly. Since the growing nationwide interest in literacy has increased, corporate managers and trainers call to inquire about local literacy education. They are impacted by the immediacy of the illiteracy problem in the workforce and are concerned about their employees' low level of literacy skills. They may need reassurance that their problems are widespread and may ask for documentation. There are many statistics in publications such as Workforce 2000 and based on the Census Bureau's

estimate, the nation's illiteracy rate stood at 0.5 percent in 1980... close to one million (people). (Guglielmino, 1989, page 6.) Thirty-eight percent of U.S. adults aged 16 and over have not completed high school, (50-70 million adults)... and thirty-four percent of U.S. adults were marginally competent: functional but not proficient. (Guglielmino, 1989, page 6.)

Based on the 1980 census, Florida's target population for adult education was the sixth highest in the nation. In 1982 a survey of functional illiteracy placed Florida among the lower ranks of literacy in the U.S. -- tied for fortieth place with six other states. (Guglielmino, 1989, page 6.) Today, these statistics are even higher and Florida is increasingly concerned about its growing immigrant (non-English speaking) population.

Florida is faced with population growth which will proportionally increase the illiterate and functionally literate population. Compounding the problems associated with a general population increase is the continuing immigration to Florida from the Caribbean, Latin America and other countries. Many foreign-born immigrants are not literate in their native languages and their functional ability is further challenged by a new culture, language and work ethic.

Once a company has called for information or the educational coordinator has contacted a company who may have an interest, the business person may ask questions about benefits to the employee, benefits to the company or existing classes. Listen to the needs of the company's employees and direct information to answer their questions. Other business leaders may need the support or assurance of the educational staff that this program will be productive.

Corporate leaders may be interested to hear that executives across the country are creating partnerships and linkages with providers of literacy education. Nationally known corporations such as Kodak Corporation, Walt Disney World, Motorola, and IBM are committed to workplace literacy. Since the labor pool of young adults is shrinking, the workforce of the 1990's and later will rely on the older worker. Marginally literate citizens will also need to be educated to allow them to become productively employed.

Specifically to our local area, Central Florida's rapid growth in tourist attractions and high technology has created a need for employees in the service and trade industries. In turn, these services, hospitality and technical industries are in greatest need of literacy programs. They are requesting job related basic literacy skills, communication skills with supervisors and guests, job safety, personal and career development topics for their classes.

Local providers of literacy education are gaining the support and cooperation of businesses and industries who recognize the benefits of a more literate workforce. Companies are more likely to participate in offering literacy classes when they see a need and how their business is benefited.

By educating local businesses regarding the need and benefits for literacy programs, we strengthen their desire for commitment to literacy programs for employees. Local businesses can contribute to literacy education in any or all of the following ways:

- assist in goal setting
- conduct an in-house needs assessment/literacy audit
- provide the facility

- provide some materials, supplies and handouts
- provide work-time for employees to attend classes
- encourage employee participation and attendance in classes
- assist in curriculum development by selecting appropriate instructional material
- involve supervisors of employees to support the program
- assist in selecting appropriate instructional materials
- assist in the final evaluation process

Internal marketing was initiated through meeting with colleagues in staff meetings and through informal talks with personnel. Another avenue for disseminating information is through the For Adults Only, A Newsletter By, For and About Adult Education, which is distributed through the adult education department. In addition, there is the Educator, an Orange County Public School publication which is distributed quarterly to approximately 250,000 households in Orange County.

The marketing effort assists the community business and industry personnel as well as prospective teachers and students to understand program goals and results. It is a necessary means of presenting positive information about the project which aids in development and expansion.

COORDINATION

Coordination of the Workplace Literacy Program is usually provided by the District Office and the area vo-tech centers. The district, through its administrative staff responsible for the Workplace Literacy grant, assumes the role of guiding, directing and implementing the literacy program within the terms of the grant and our state/county guidelines.

The district project director:

1. Conducts outreach and recruits business partners.
2. Refers requests for classes whenever feasible to the appropriate vo-tech coordinator.
3. Makes joint initial visit to the corporate client with the vo-tech coordinator (if it is a large corporation).
4. Presents county philosophy and grant information to the prospective corporate client.
5. Promotes a continuous relationship between the district office and the corporate client.
6. Initiates and supports curriculum development.
7. Assists instructor with "job-shadowing" whenever necessary.
8. Holds monthly staff development meetings for instructors.
9. Assists in entry/exit student testing.
10. Provides support staff for student guidance counseling.
11. Provides the corporate client with a needs assessment form which is needed for class design, scheduling, and curriculum development.
12. Requests written evaluation of the class from management, teachers, and students.
13. Compiles and disseminates workplace literacy curriculum and/or other information to the instructor, the United States Department of Education, vo-tech coordinators, other districts, ERIC, Curriculum Coordination Centers, researches, and/or journalists.
14. Documents pertinent student statistical data (race, sex, age, length of employment, etc.).

15. Provides translation of forms (developed for grant documentation) for non-English speaking students. Translators are provided to help with forms when the student is illiterate in his/her own language.

16. Attends class graduations.

The area vo-tech centers' Business and Industry coordinators provide, set up, and operate classes within district and local school policy. The vo-tech coordinator can explain the program to the employer and remain in close contact with the corporation and instructor to monitor class progress. The coordinator assists the program director in maintaining the class as originally designed and obtain feedback about the class from the corporate contact person to ensure that needs are met.

The vo-tech school coordinator serves in the following capacity:

1. Contacts the Workplace Literacy director when a referral is received.

2. Visits the corporate client jointly with the director to explain and set up specifics of the program.

3. Presents vo-tech school policies to the corporate client.

4. Interprets task/needs analysis with the instructor.

5. Assists the instructor in making curriculum outline.

6. Supports the instructor in developing daily lesson plans from needs analysis and curriculum outline.

7. Assists the instructor with development and reproduction of curriculum classroom materials.

8. Provides materials/assistance for entry level state mandated testing.

9. Provides on-going support and guidance to the instructor for class instruction.

10. Supports district staff development by attending monthly teacher training sessions provided by the project director.

11. Disseminates and follows up on instructor reports, forms, student record files, and instructor teaching hours.

12. Provides a continuous relationship with the corporate client and acts as a liaison between the vo-tech school and the corporate client.

13. Attends class graduation ceremonies.

14. Provides the district with student/class information.

15. Provides follow-up with corporate liaison after class is over to obtain information on success of program and possible start of another class.

When the class is initially requested, the district office and vo-tech center begin working together to design a class to meet the employer's needs. The Business and Industry Services coordinators at each vo-tech center in coordination with the workplace program director, stays in contact with the corporate liaison to ensure the class success in terms of corporate needs and requirements. The corporate needs assessment determines the structure of the instruction and is the basis for class curriculum according to the employee's English skill level, job tasks, and requirements of corporate supervisors/management.

The vo-tech school coordinator in cooperation with the Workplace Literacy director ensures the availability of certified instructors who will best match the needs of the company. Other factors such as class meetings per week, the time of day, length of class, and curriculum are considered in the hiring of the instructor. At a pre-class meeting the instructor is introduced to the corporate liaison. This affords an opportunity for the corporate liaison to meet the instructor, refine and further customize the curriculum, and finalize the goals and objectives of the class. The instructor is now ready to develop daily lesson plans for the customized curriculum. If any changes need to be made by the corporate liaison and/or the instructor, the coordinator/ director is notified and changes are finalized with the best interest of the corporate client, the instructor, and school policy in mind.

The vo-tech coordinator orients the instructor to the vo-tech school policy and procedures regarding instructor pay vouchers, absences, curriculum requirements, student files, lesson plans, student attendance forms, and student graduation certificates. The vo-tech coordinator provides and collects the student registration forms, withdrawals, attendance and keeps a record of class evaluation. See Appendix K for a sample of vo-tech center requirements and procedures.

Both the vo-tech school coordinator and the Workplace Literacy Project director assist the instructor in obtaining appropriate curriculum material, testing students, and evaluating the class from the student's and the corporate liaison's perspective. The grant director provides supplementary materials, instructors for small classes and small businesses, tutors, translators, curriculum writers, and guidance counselors as needed.

In this project, a resource guide was written to provide the guidance counselor and the instructor with information about the importance and need for some commonly requested employability skills and living skills information that apply to the American culture. By using the resource guide, the counselors and the instructors have a common reference for interacting with the student employees regarding employability topics as they relate to American business practices and to social issues as they relate to living within the American culture. See Appendix H for a table of contents since the complete guide could not be included.

The purpose of these coordination activities is to provide a means of communication between the corporate client and the Orange County Public School system. These coordination efforts provide the most meaningful job-site instruction possible to the employees in our community and assist in attaining job success at the workplace which is our goal.

RECRUITMENT

Several aspects were taken into consideration when selecting teachers for the workplace project. Teachers had to be certified in the area that they were to teach (ESOL, Math and/or English). Certification in a related area, with experience teaching adults in the specific area was acceptable. All teachers and tutors were interviewed to determine interest in the project, willingness to teach at the workplace, flexibility in teaching hours and empathy for students from a variety of ethnic groups. Willingness to utilize a variety of methods and techniques was another criteria used in the selection of the instructional personnel.

All instructors (teachers/tutors) work on a part-time basis. Factors such as the number of class meetings per week, and the time of day and length of class are considered in the hiring of instructors (teachers/tutors).

One of the most important attributes (besides competency in the classrooms) that a teacher must possess is flexibility. The instructor (teacher/tutor) must be flexible about logistics/conditions and be prepared to carry materials to and from each class.

The instructor (teacher/tutor) should be able to serve not only as an instructor, but also as a liaison between the educational and business partners as well as a "PR" person at the workplace.

The instructor (teacher/tutor) must remain neutral on management/employee issues. The teacher and/or tutor is to function as an instructor of basic skills or language and not represent either management nor employees. It should be made clear that the communication skills which enable participants to speak for themselves may be taught.

Teacher/Tutor Training

Staff development is an essential part of the Workplace Literacy Project. The intent is to have a competent, capable, and professional staff resulting in successful workplace literacy instructors.

Designing a relevant training program that is based on actual needs can be accomplished through an established competency model. Thus, the Workplace Literacy Project adopted the model developed at Florida Atlantic University in Boca Raton, Florida, which was pursuant to a grant from the State of Florida Department of Education.

The following competency listing comprised of five broad statements with general statements within each statement, serve as objectives. These statements describe knowledge and skills essential for the effective teaching of adult literacy learners.

1. Instructional Skills

   Assess learning needs

   Use relevant and effective instructional methods

2. Interpersonal Relationships

   Develop effective working relationships with adult literacy learners

   Exhibit respect for the dignity and worth of adult learner

3. Curriculum Design

   Develop and organize curriculum reflecting the needs of adult workplace literacy learners

   Develop appropriate objectives for adult literacy learners

4. Perspectives of Learning

   Develop conditions which facilitate learning
   Demonstrate a commitment to life-long learning

5. Community Development

Understand the purposes of adult literacy education within the community (Grant # AB7-s), FY 1976-1977)

The competencies were drawn from a broad spectrum of adult educators from different communities involved in varied program areas. The competencies identified are essentially used as indicators which point out the need for awareness and professional development. The instrument may be used as an assessment vehicle to identify areas needing improvement. This effort is primarily aimed at instructors who have not had prior experience in workplace literacy. It is a consistent, valuable self-appraisal assessment instrument, which is easily interpreted. See Appendix J for the assessment items and directions.

Volunteers

Volunteer tutors for the project are available through two sources which provide volunteer recruitment and training. The Independent Adult Literacy League which uses Laubach materials and training is a good source for volunteers and materials. Also evident in Orange County are the volunteer tutors recruited and trained through the local Literacy volunteers of America affiliate which is housed and supported by Orange County Public Schools Adult Education Department. Both organizations are involved in adult literacy and are a welcome and needed public service.

SUMMARY

The Orange County Public Schools Workplace Literacy Project has successfully served over 1,000 students during the 18-month period, October 1988 through March 1990. Sixty classes have been conducted at 22 sites within businesses/industries. Continuation of classes to large businesses is expected through the industry service department of each vocational technical center in the Orange County Public School system. Funding is being sought through a proposal to the U.S. Department of Education Partnership Grant, primarily to serve small businesses as well as support the on-going efforts in cooperation with the district vocational centers.

Documentation

The measure of evaluating program success has been accomplished through cumulative and summative evaluations. Cumulative evaluations have been conducted in the form of teacher-made evaluations in which instructors monitor student progress. A sample competency checklist can be found in Appendix C. Summative evaluation is conducted through the use of course evaluations completed by each student and business/industry. In addition, informal feedback throughout each course is obtained from the manager and/or company liaison during meetings or via telephone.

It is of the utmost importance to maintain an awareness of the status of program success and correct any deficiencies immediately. The involvement in utilization of facilities as well as (sometimes) release time for employees to attend class, necessitates provision of a successful p ogram, otherwise, it is viewed as a loss of time and profit by management.

Conversely, a successful program provides:

- profitable return in terms of employees' skills
- improvement in communication by employees which enhances concepts and attitudes and enriches communication within business/industry
- increased production/decreased margin of error (due to better understanding and communication)

A management evaluation form designed to obtain a formal project evaluation from the business/industry can be found in Appendix L. Also in Appendix L is a student course evaluation form and a teacher course evaluation form.

An accurate indication of program success is evident through the process of cumulative and summative evaluations. Furthermore, feedback provided by students, management, vo-tech center coordinators and instructional personnel helped to keep abreast of any adjustments needed in curriculum, materials and methods of instruction throughout the program. Further evaluation of the program will be provided by Dr. Phil Grise, the project evaluator.

BIBLIOGRAPHY

_____ Partnerships in Literacy. Florida Literacy Coalition, 1989.

_____ Workplace Literacy. Washington, D.C.: The Bureau of National Affairs, Inc., 1988.

Burrichter, Arthur. A Staff Development Model for Adult Educators Process, Content and Assessment. Boca Raton, FL: Florida Atlantic University.

Guglielmino, Lucy M. The Cost of Illiteracy and Undereducation in Florida. Tallahassee, FL: Florida Atlantic University, 1989.

Mrowicki, Linda. Let's Work Together; Palatine, IL: Linmore Publishing, Inc., 1984.

Robinson, Catherine and Jenise Rowekamp. Speaking Up At Work. New York: Oxford University Press, 1985.

APPENDIX A

MARRIOTT WORLD CENTER

I-4 west to exit 26A SR 536. Stay in the left exit lane, the right lane is 26B and goes to EPCOT. Follow 26A in a circle over I-4. This will put you on SR 536E. The World Center is on the left. The entrance is easily marked. Follow the road and turn right towards the employee parking. Enter through the back, the employee entrance.

Go down a long corridor to the end. There will be an employee uniform service in front of you. Turn left. This is a short corridor and you will pass another long corridor right before you come to a stairway. Go up and it will empty into the bar. Classes are held in the bar.

BUENA VISTA PALACE

I-4 west to 535 north exit (Lake Buena Vista). At the off ramp, go to the right and merge immediately into the left lane. At the light, turn left. Proceed towards Disney Village. At the intersection of Hotel Plaza and Lake Buena Vista turn right. The Palace is the first hotel on the right. Enter and drive up towards the hotel and take the first left. The signs will say: to the Kookaburra and Outback Restaurant. This is also the employee entrance. You will see valet parking signs in front of the entrance.

Go through the double doors and take your first left, pass the Security and go down the hallway towards the employee dining room. Classes are held in the employee dining room.

DISNEY UNIVERSITY AT EPCOT

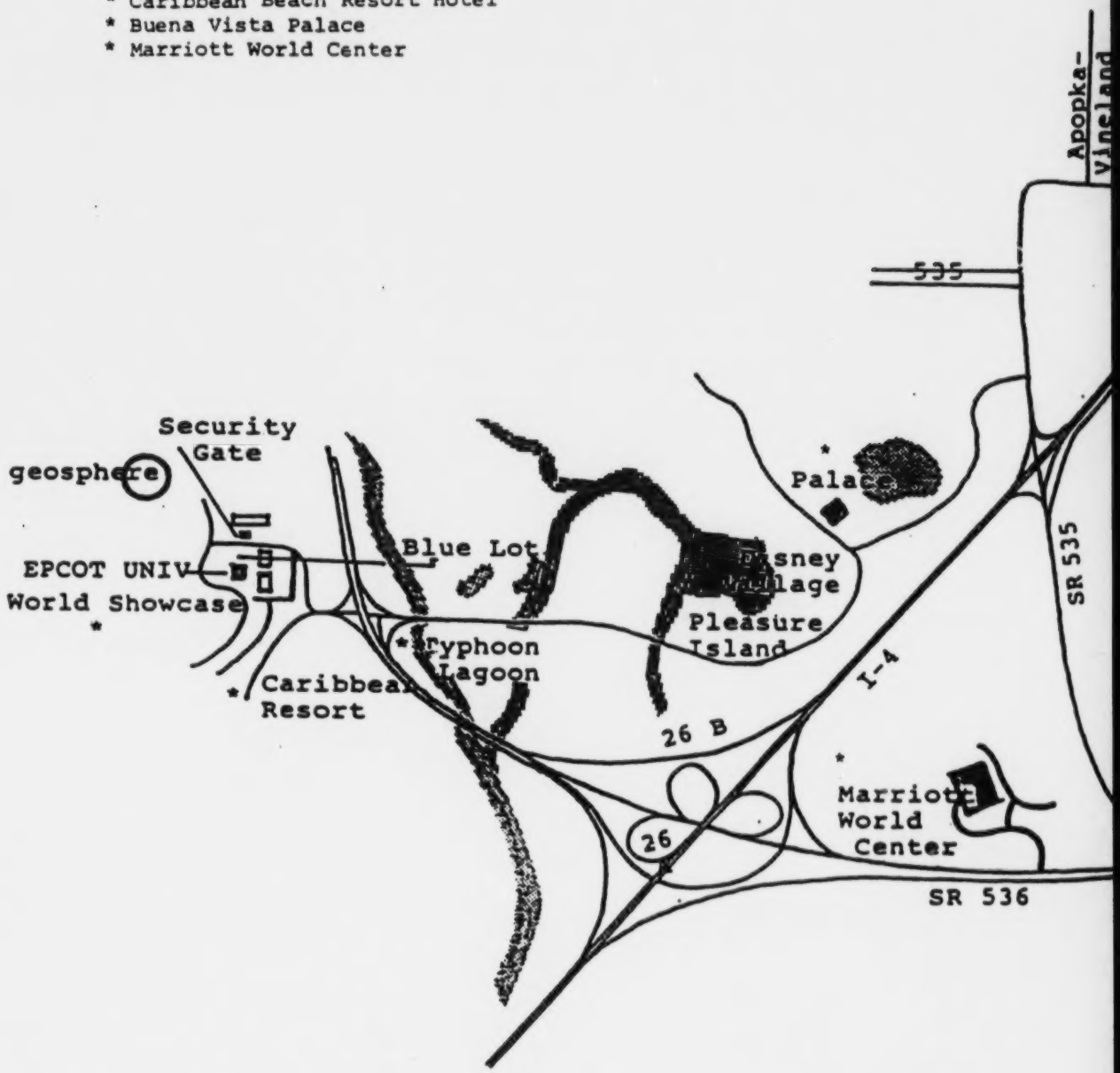
I-4 west to EPCOT/Disney Village exit (26B, SR 536). Stay in right exit lane and proceed to the Disney Village exit ramp. At the light make a left towards the Caribbean Resort/MGM studios. You will drive under the overpass and at that traffic light is Backstage Lane. Turn right and follow the road. It will veer left. Ahead you will see the Geosphere. Proceed to the security gate.

At the gate you should give your name and the office granting clearance. (Cultural Affairs Office, 560-6128) If necessary, you can tell them you are going to the blue parking lot and to EPCOT University. The "blue" lot is on your immediate left as you pass the gate. Enter and park as close as possible to the adjacent building. The furtherest set of double doors is EPCOT/Disney University, Enter and walk to the back, the classrooms are on the right.

CARIBBEAN BEACH RESORT HOTEL

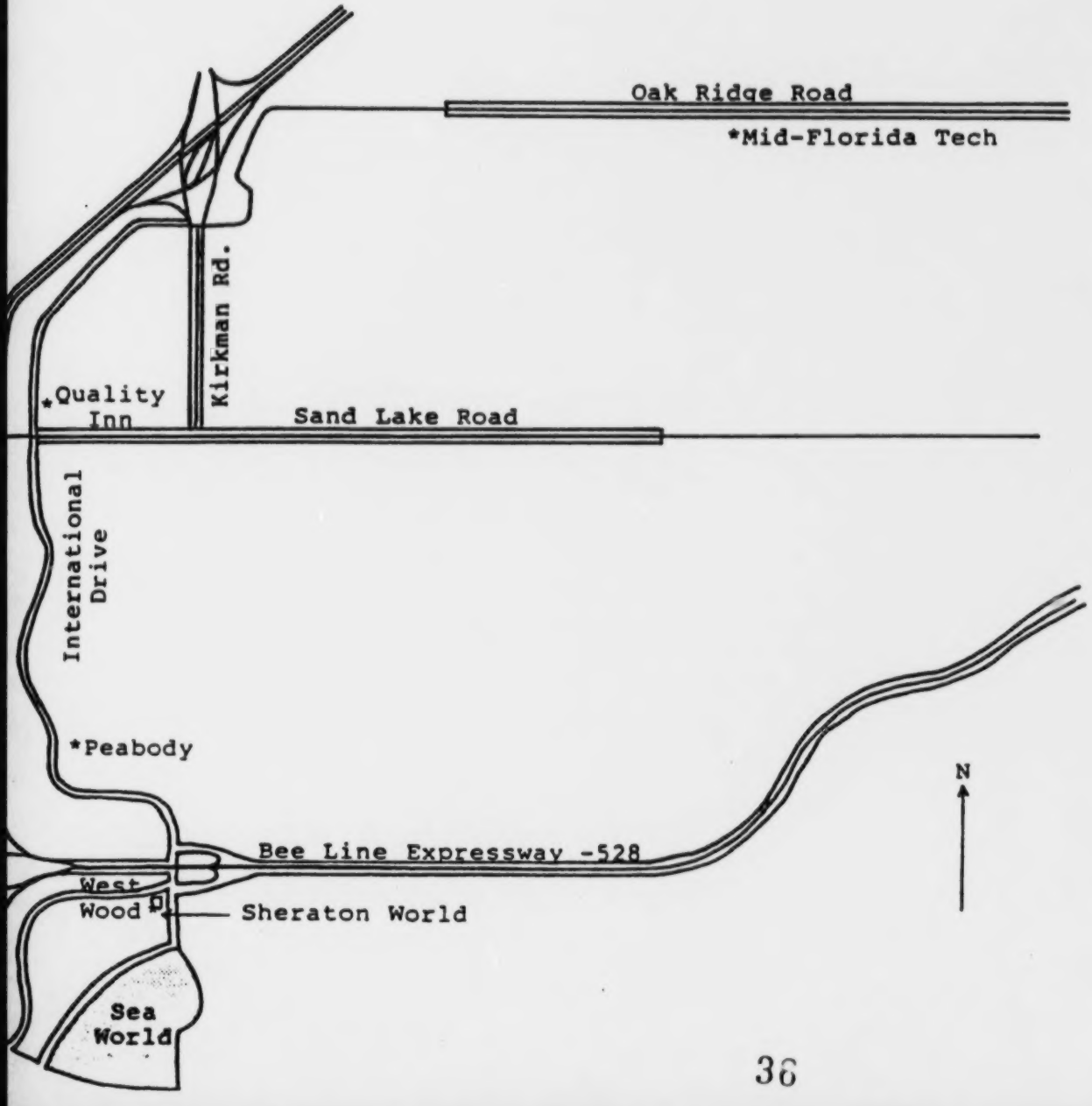
I-4 west to EPCOT/Disney Village exit (26B, SR 536). Stay in right exit lane and proceed to the Disney Village exit ramp. At the light, make a left towards the Caribbean Resort/MGM studios. Stay in the left lane. You will drive under the overpass, pass the traffic light, and make a left turn at the Caribbean Beach Resort sign. Follow that road, which winds around the property, and make a left turn at the Employees Only sign. Follow that road around, making a left turn at the dead end. The housekeeping building will be visible on the left. Enter through the double doors and go to the right, where you will inform the secretary who you are and whom you are looking for.

* Disney University at EPCOT
* Caribbean Beach Resort Hotel
* Buena Vista Palace
* Marriott World Center



PEABODY
9801 International Drive
Orlando, FL
352-4000

From I-4 drive west to Sand Lake Road Exit 29, east. At the corner of International Drive and Sand Lake turn right. Proceed for approximately 3 miles on International Drive. The Peabody is across from the Orange County Convention Center.



SHERATON WORLD

1. I-4 west to 528 east (Bee-line Expressway). Exit on International Drive and Westwood Blvd. Sheraton/Sheraton World faces on both International Drive and Westwood Blvd.

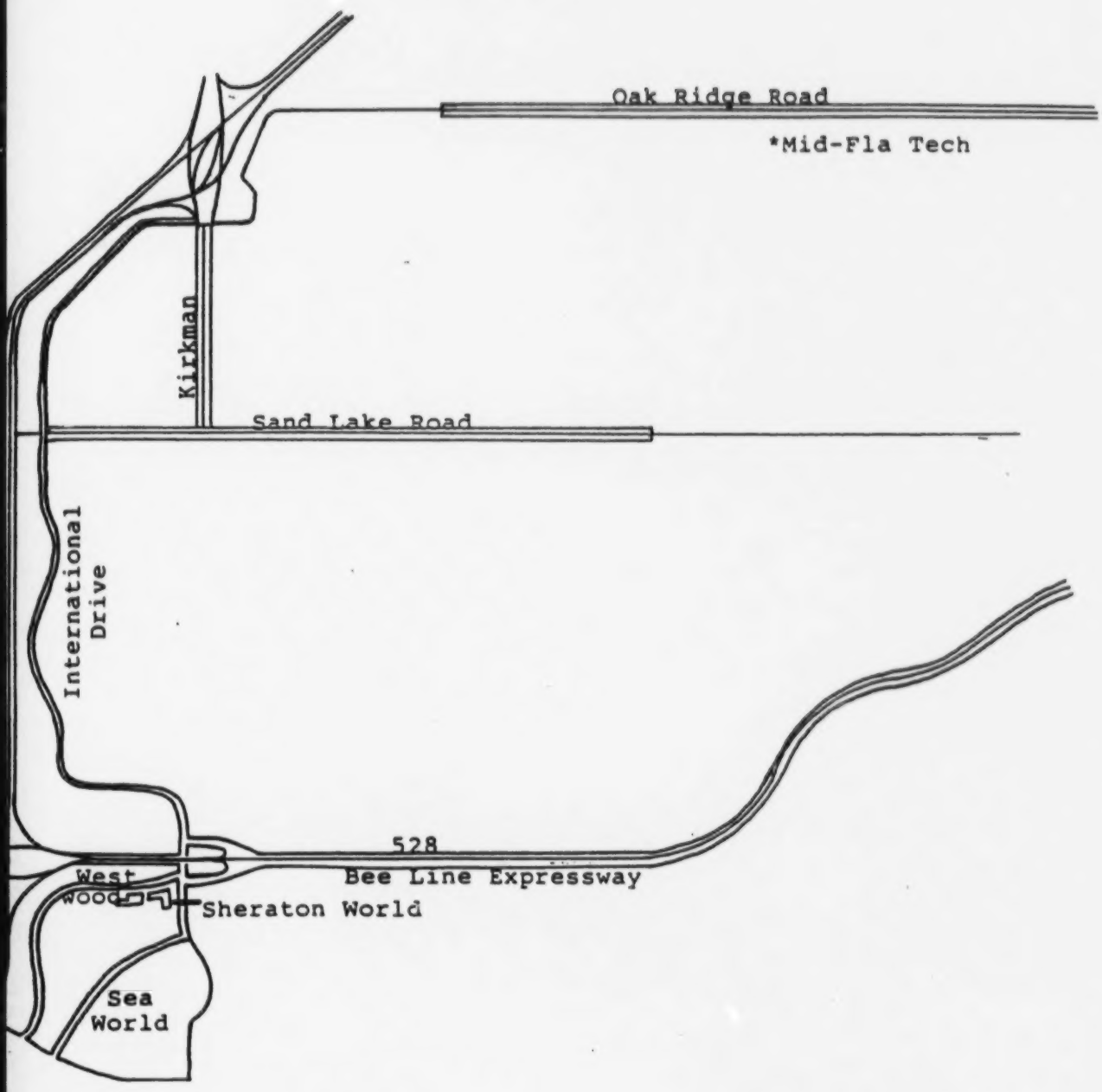
2. Bee-line Express (528 west). Depending on where you enter the toll, can be 50¢ or $1.00. Exit on International Drive/Sea World exit. Turn left, go under the overpass. First light is Westwood Blvd. Sheraton World is visible on the opposite corner.

3. From Mid-Florida Tech, take Oak Ridge Road west all the way to the end and where it turns left onto International Drive. Take this road south past all the tourist shops, heading towards Sea World. This is about an eight mile drive from MFT.

Sheraton/Sheraton World has two entrances. The Sheraton entrance on International Drive is where the personnel office is located. Enter the lobby and walk a short distance to the back. The office on the right, and before the double doors going out to the pool, is the personnel office.

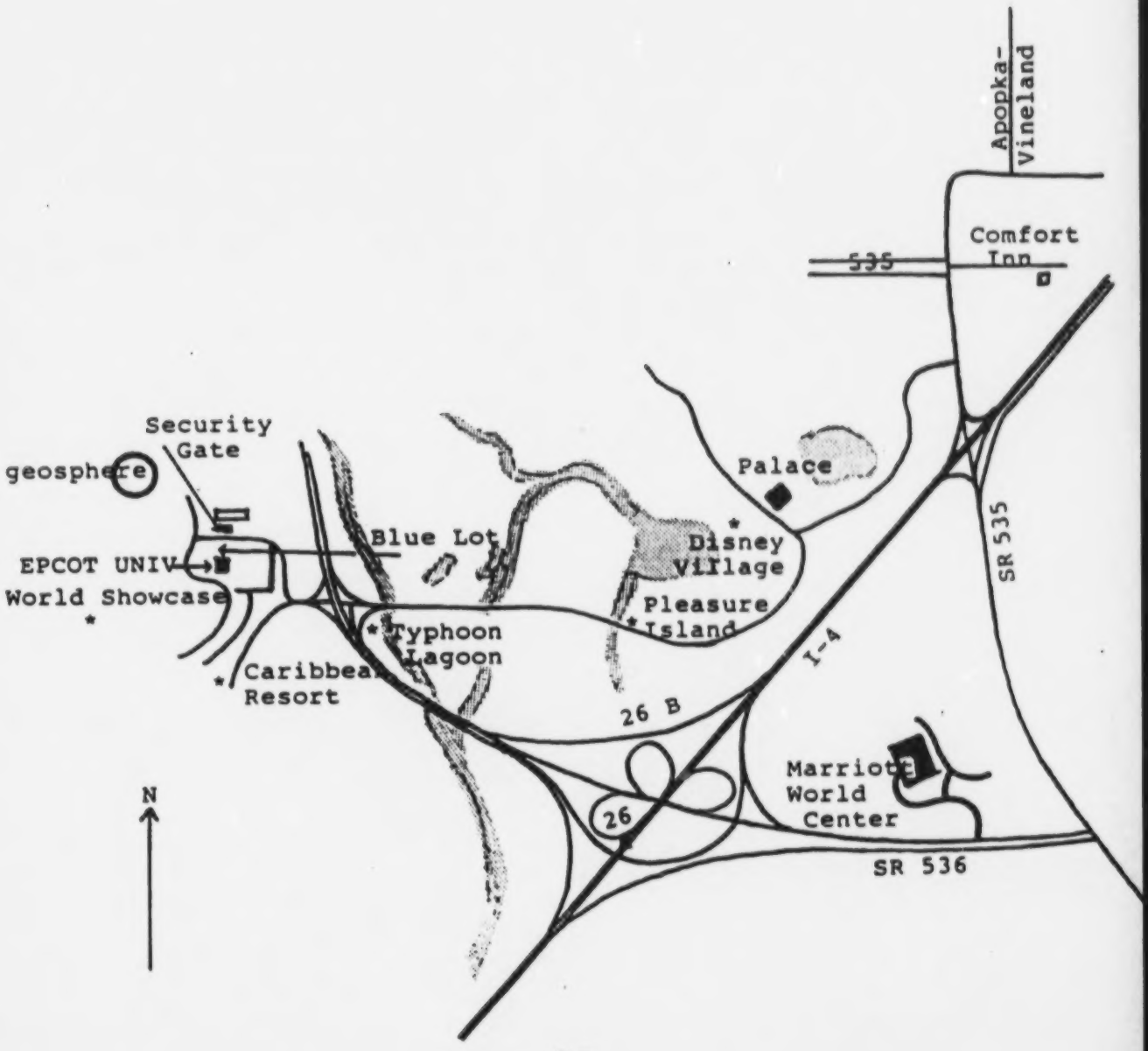
Sheraton World faces Westwood Blvd. Go to the second drive on the left, enter and park. The front desk is in the large building to the right. The front desk personnel can often direct you to where you want to go.

1/SPEVOC/211.25
03/23/90


Oak Ridge Road
*Mid-Fla Tech
Kirkman
Sand Lake Road
International Drive
528
Bee Line Expressway
West
Wood
Sheraton World
Sea
World

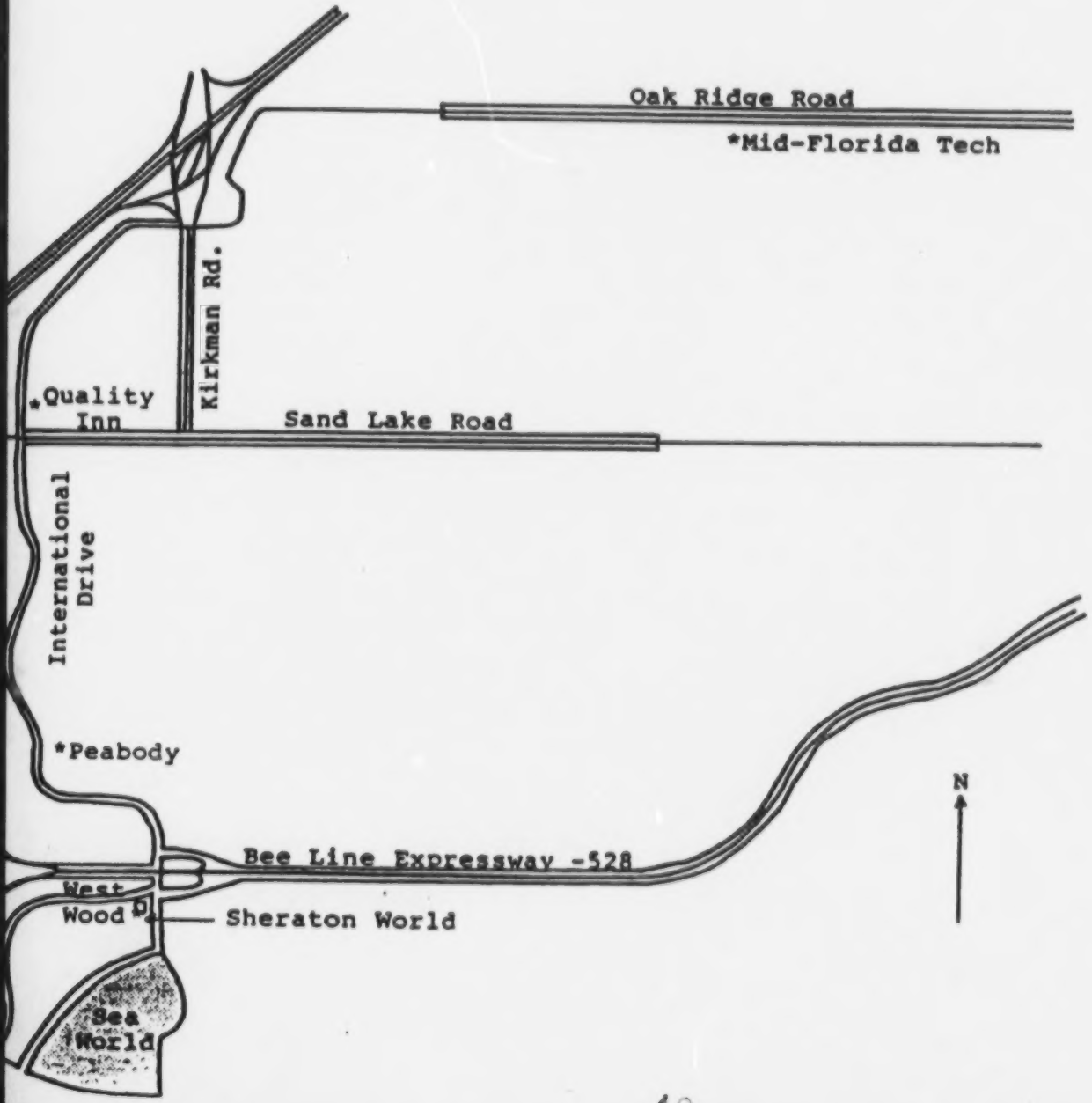
COMFORT INN
8442 Palm Parkway
Orlando, FL
239-7300

From I-4 drive west to Exit 27 SR 535 North. Bear right and proceed to the second light. This is Palm Parkway. Turn right, go two blocks and turn into the hotel. Classes are held in the Comfort Zone Lounge.



QUALITY INN
7600 International Drive
Orlando, FL
351-1600

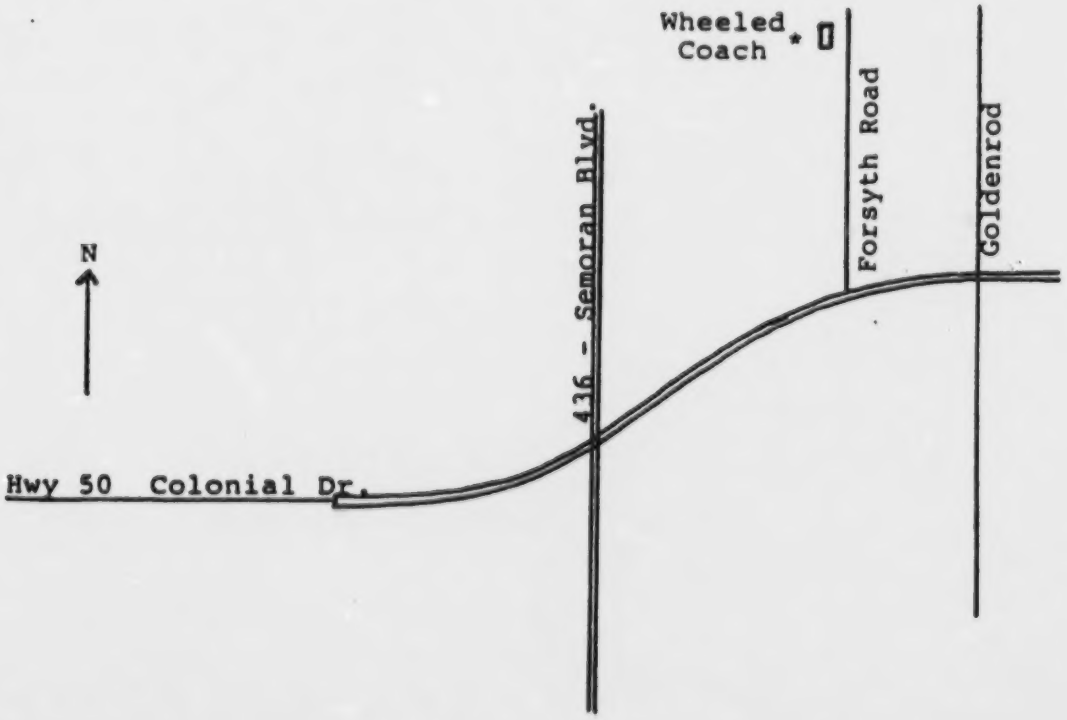
From I-4 drive west to Sand Lake Road Exit 29, east. AT the corner of International Drive and Sand Lake turn left. Proceed past the McDonald's on the corner, and the Denny's Restaurant. Turn right into the hotel.



WHEELED COACH
2778 N. Forsyth Road
Winter Park, FL
677-7777

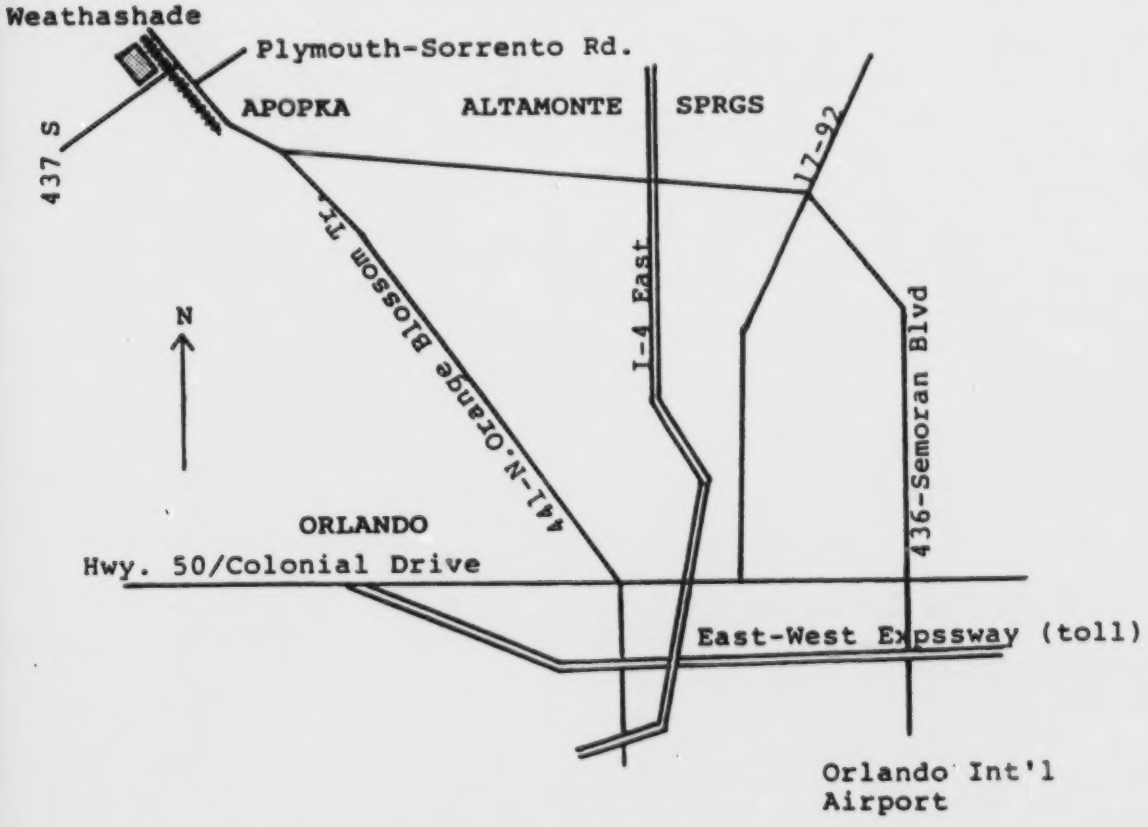
From the intersection of Semoran Blvd.(Highway 436) and Colonial Drive(Highway 50) drive east on Colonial for one and a half miles. The first traffic light after Semoran is Forsyth Road. Turn left (north) on Forsyth, proceed for one and a half miles until you see the Wheeled Coach Building to the left.

Enter the fence at the farthest driveway and park in the visitors parking. The offices are upstairs through the unmarked door in the northeast corner. Classes are held in the break room.



WEATHASHADE CORPORATION
3000 W. Orange Avenue
Apopka, FL
889-3692

From I-4 and Highway 50 (Colonial Drive) go east on I-4 to Exit 48, approximately 9 to 10 miles. Exit 58 is called the Apopka/Altamonte Springs Exit. Turn left onto 436 West, staying in the center lane. From here it is about 12 miles to the job-site.
Stay on 436W. This becomes Highway 441-N. Orange Blossom Trail. When you reach the Plymouth-Sorrento Road, go past the light approximately 1000 feet to the next road. This is Highway 437. Turn left. The Weathashade building is on the corner of 437 and 441.



APPENDIX B

ADVISORY COMMITTEE MEMBERS

Ms. Karen Lowrey 352-1100
Chairperson, Advisory Comm.
Sheraton World Resort
10100 International Drive
Orlando, FL 32821-8085

Ms. Diane Malone 827-2727
Lake Buena Vista Palace
Walt Disney World Village
Lake Buena Vista, FL 32830-2206

Ms. Sylvie Brumbaugh 560-6128
Cultural Office
Walt Disney World
P.O. Box 40
Lake Buena Vista, FL 32830

Mr. Marshall Kelberman
Director of Human Resources
The Peabody
9801 International Drive
Orlando, FL 32819

Mr. Lance Reisman 295-1810
Frito-Lay
2800 Silver Star Road
Orlando, FL

Ms. Pam Follet 239-4200
Director of Personnel
Marriott's Orlando World Center
World Center Drive
Orlando, FL 32821

Ms. Donna Duval 660-9000
Sheraton Orlando North
I-4 and Maitland Boulevard
Orlando, FL 32853

Ms. Suzanne Violland 889-3692
Weathashade, Inc.
3000 West Orange Avenue
Apopka, FL 32703

Mr. Patrick Wynn 934-3180
Housekeeping Manager
Caribbean Beach Resort
900 Caymen Way
Lake Buena Vista, FL 32800

Ms. Linda Cavanaugh 767-2449
Vice President/Education
Central Florida Restaurant Assoc.
111 West Magnolia, Suite 105
Longwood, FL 32750

Mr. Derek Baum
General Manager
Tamar Inns, Inc.
8442 Palm Parkway
Orlando, FL 32819

GUESTS

Ms. Yadira Espiracueta 422-3200
Project Assistant Ext. 448
Orlando County Public Schools
434 North Tampa Avenue
Orlando, FL 32805

Ms. Lynne Thibodeau 425-2756
Industry Services Coordinator Ext. 243
Orlando Vo-Tech Center
301 West Amelia Street
Orlando, FL

Mr. Bob Gionone 855-5880
Industry Services Ext. 318
Mid-Florida Tech
2900 West Oak Ridge Road
Orlando, FL

Mr. Tony Encinias 656-2851
Industry Services Ext. 204
ESOL Coordinator
Westside Vo-Tech Center
731 East Story Road
Winter Garden, FL

Dr. Carolyn Tift 647-6366
Industry Services Coordinator Ext. 554
Winter Park Adult Voc. Center
2250 Lee Road, Suite 100
Winter Park, FL 32789

APPENDIX C

ORANGE COUNTY PUBLIC SCHOOLS
POSTSECONDARY VOCATIONAL,
ADULT AND COMMUNITY EDUCATION
WORKPLACE LITERACY

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (E.S.O.L.)

WORKPLACE LITERACY PROGRAM CATEGORIES

The following categories pertain to the E.S.O.L. classes offered at the workplace. In general, the student performance levels correspond to the Mainstream English Language Training Project (MELT).

Pre-Literacy Level ESOL = MELT Level 0

Level I: Beginning ESOL = MELT Level I

Level II: Low Intermediate ESOL = MELT Level II

Level III: Intermediate ESOL = MELT Level III

Level IV: High Intermediate ESOL = MELT Level IV

Level V: Low Advanced ESOL = MELT Level V

Level VI: Advanced ESOL = MELT Level VI

Level VII: High Advanced ESOL = MELT Level VII

Level VIII: Advanced Skills Development = MELT Level VIII

The MELT student performance levels are described in the enclosed charts.

1/SPEVOC/212

STUDENT PERFORMANCE LEVELS - ABBREVIATED VERSION

0	No ability whatsoever		
I	Functions minimally, if at all, in English.	Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	A native English speaker used to dealing with limited English speakers can rarely communicate with a person at this level except through gestures.
II	Functions in a very limited way in situations related to immediate needs.	Can handle only routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated.	A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
III	Functions with some difficulty in situations related to immediate needs.	Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated.	A native English speaker used to dealing with limited English speakers will have great difficulty communicating with a person at this level.
IV	Can satisfy basic survival needs and a few very routine social demands.	Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated.	A native English speaker used to dealing with limited English speakers will have difficulty communicating with a person at this level.
V	Can satisfy basic survival needs and some limited social demands.	Can handle jobs and job training that involve following simple oral and very basic written instructions, but in which most tasks can also be demonstrated.	A native English speaker used to dealing with limited English speakers will have some difficulty communicating with a person at this level.

VI	Can satisfy most survival needs and limited social demands.	Can handle jobs and job training that involve following simple oral and written instructions and diagrams.	A native English speaker not used to dealing with limited English speakers will be able to communicate with a person at this level on familiar topics, but with some difficulty and some effort.
VII	Can satisfy survival needs and routine work and social demands.	Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations.	A native English speaker not used to dealing with limited English speakers can generally communicate with a person at this level on familiar topics.
VIII	Can participate effectively in social and familiar work situations.		A native English speaker not used to dealing with limited English speakers can communicate with a person at this level on almost all topics.
IX	Can participate fluently and accurately in practical, social and work situations.		A native English speaker not used to dealing with limited English speakers can communicate easily with a person at this level.
X	Ability equal to that of a native speaker of the same socio-economic level.		

PERSONAL INFORMATION CHECK LIST

NAME	LAST	FIRST	MIDDLE	S	O	W	STREET #	STREET NAME	CITY	STATE	ZIP CODE	APT #	PHONE #	S.S #	ALIEN REG.	BIRTH DATE	BIRTH PLACE	AGE	SEX	MARITAL STATUS	OCCUPATION	JOB LOCATION	RACE

STUDENT INFORMATION

Name _____ Address _____

Phone _____ M/F ___ SS# _____ M.S. ___ Past Ed. _____

Entry Level _____ Date of Entry _____ Agency _____

Teacher _____

Language Competencies and Employability Benchmarks

Date

1. _____ Identifies name
2. _____ Knows how to spell name
3. _____ Knows numbers
4. _____ Identifies house or apartment numbers
5. _____ Identifies days of the week
6. _____ Identifies months of the year
7. _____ Able to give personal data
8. _____ Able to identify and count money
9. _____ Can tell time
10. _____ Can identify body parts
11. _____ Identifies common ailments
12. _____ Recognizes and names colors
13. _____ Identifies size and shape
14. _____ Can identify basic clothing
15. _____ Can identify basic foods
16. _____ Identifies home appliances
17. _____ Identifies furniture
18. _____ Understands prescription dosages
19. _____ Can make appointment with doctor or dentist
20. _____ Identifies basic signs
21. _____ Identifies types of transportation
22. _____ Identifies common occupations
23. _____ Writes personal data
24. _____ Able to use the telephone
25. _____ Understands how to shop for basic necessities
26. _____ Identifies job duties
27. _____ Identifies skills and interest
28. _____ Knows rules to get driver's license
29. _____ Understands driver's record
30. _____ Recognizes car documents
31. _____ Understands local public transportation system
32. Knows how to read schedule:
    A. _____ Work
    B. _____ Transportation

1/SPEVOC/211.36
03/23/90

Language Competencies and Employability Benchmarks
(continued)

Date

33. Understands presentation of self:
    - A. _____ Personal hygiene
    - B. _____ Dress
    - C. _____ Punctuality/Attendance
    - D. _____ Cultural courtesies
    - E. _____ Work attitudes
34. _____ Answers questions about work experience
35. _____ Knows specifics of a job when told
36. _____ Knows general safety rules
37. Knows general work rules:
    - A. _____ Clothing
    - B. _____ Equipment
    - C. _____ Shifts
    - D. _____ Breaks
    - E. _____ Overtime
    - F. _____ Sick Leave
38. Knows job benefits:
    - A. _____ Health Insurance
    - B. _____ Life Insurance
    - C. _____ Retirement
    - D. _____ Social Security
    - E. _____ Vacation
39. Uses job application skills:
    - A. _____ Application information and procedures
    - B. _____ Reading want ads
    - C. _____ Making an appointment
40. Interview:
    - A. _____ Understands questions that employers ask
    - B. _____ Answers questions in an interview
    - C. _____ Has job interview practice
41. Understands responsibilities/benefits of accepting a job:
    - A. _____ Contracts
    - B. _____ Wages and benefits
    - C. _____ Payroll deductions
    - D. _____ Income taxes
42. Recognizes techniques and skills in keeping a job:
    - A. _____ Review of benefits, wages, deductions
    - B. _____ Dealing with problems on the job
    - C. _____ Chain of command
    - D. _____ Loyalty
    - E. _____ Rights
    - F. _____ Networking
43. Understands basics of personal banking
    - A. _____ Checking accounts
    - B. _____ Savings accounts

Comments:

APPENDIX D

WESOLT (A)
English

1. What is your name? 2. Can you spell it? Spell your name please.

_____ Yes ____ No ____ Somewhat ____

3. What is your address?

_____

_____

4. What is your social security number? _____

5. What day is today? _____

6. What days do you work this week? _____

_____

_____

7. What days are you off this week? _____

_____

8. What month is this? _____

9. When were you born? ____/____/____
Month Day Year

10. Where were you born? _____

11. Are you a citizen of the United States? _____

12. How long have you worked here? _____

Directions: Use picture booklet for test item numbers:
13, 14, 15, 16, 17, 18, 19, 23, 24, 25 and 26.

Circle the correct answer.

13. Which clock shows 3:35?

a. b. c.

14. What time is shown on the clock:

a. 7:45
b. 3:30
c. 7:15

Look at the picture of American money.

15. What is the name of this coin?

a. nickel
b. quarter
c. penny

16. What is the name of this coin?

a. quarter
b. dime
c. nickel

17. What is the name of this coin?

a. dime
b. nickel
c. quarter

18. What is the name of this bill?

a. five dollars
b. fifty dollars
c. one dollar

19. What is the name of this bill?

a. one dollar
b. twenty dollars
c. ten dollars

Circle the correct answer.

20. How many months are there in one year?

a. 9 months
b. 6 months
c. 12 months

21. How many minutes are there in one hour?

a. 30 minutes
b. 60 minutes
c. 24 minutes

22. How many hours are there in one day?

a. 12 hours
b. 60 hours
c. 24 hours

Look at the picture of the body

23. Please name the part of the body that corresponds to each letter.

a. _____ b. _____ c. _____ d. _____

e. _____ f. _____ g. _____ h. _____

24. What is this color? (Demonstrate the colors red, blue, green, yellow, white, black and brown.)

a. _____ b. _____ c. _____ d. _____

e. _____ f. _____ g. _____

25. What shape is this? (Tester, please point to each shape.)

a. _____ b. _____ c. _____ d. _____

PERSONAL BACKGROUND

Please Print:

Name _____ ____M ____F
Last First

Address _____
Number Street

_____
City State ZIP

Date of Birth: _____
Month/Day/Year

Marital Status: ___ Single ___ Married ___ Widowed ___ Divorced

How long have you worked here? _____

Alien Number: _____ Social Security Number: _____

What is your job? _____

Describe your job in three to five sentences:

_____

_____

_____

_____

_____

PERSONAL BACKGROUND
ISTOUA LA VI OU

Please Print:
Por favor escriba en letra de imprenta:
Ekri an gro let sil vou ple:

Name
Nombre _____ ___M ___F
Nom

Last	First		
Apellido	Nombre		
Signati ou	Non ou	Mesie	Fi

Address
Direccion _____

Number	Street
Numero	Calle
Non avek Nimero Ri Kote ou Rete ya	

_____

City	State	ZIP
Ciudad	Estado	Area Postal
Nan ki Vil	Nan ki Eta	

Date of Birth _____ Month/Day/Year
Fecha de nacimiento Mes/Dia/Ano
Ki le ou te fet Moua/Jou/Ane

Marital Status:	___ Single	___ Married	___ Widowed	___ Divorced
Estatus:	Soltero(a)	Casado(a)	Viudo(a)	Divorciado(a)
	Celibate	Marie	Vef	Divose

How long have you worked here? _____
Cuanto hace que trabaja aqui?
Depi konbliin tan ouap travay isi ya?

Alien Number _____ Social Security Number _____
Numero de extranjero Numero Seguro Social
Nimero Alien Kat ou Nimero Sosial ou

What is your job? _____
Cual es su trabajo?
Ki Jan Travay ouap Fe?

Describe your job in three to five sentences:
Describa su trabajo usando tres o cinco oraciones:
Esplike ki jan Travay ouap Fe:

_____

_____ _____

_____ _____

_____

APPENDIX E

ORANGE COUNTY PUBLIC SCHOOLS ADULT EDUCATION
QUESTIONNAIRE FOR JOB-SITE ENGLISH PROGRAM

I. General information (to be filled out by Department Heads)

A. Personal information

1. Name_____ Date_____

2. Position_____ Dept_____

3. Company Address_____

_____

4. Phone #_____ Best days & hours to contact_____

B. Departmental Data

1. Total number of employees in your department_____

a. Number of employees who are:
Limited-English Proficient (LEP) _____

b. Of those who are LEP, how many are:
Non-literate in English?_____

2. Check languages represented among LEP employees, and give approximate number:

	(check)	(percentage)
a. Spanish		
b. Haitian-Creole		
c. Asian (list)		
i. Vietnamese		
ii. Laotian		
iii. Cambodian		
iv. Chinese		
v. Other		
d. European (list)		
i. French		
ii. German		
iii. Polish		
iv. Other		
e. Other (list)		
i.		
ii.		

3. Within your department, what jobs do LEP employees perform?

a. _____ g. _____

b. _____ h. _____

c. _____ i. _____

d. _____ j. _____

e. _____ k. _____

f. _____ l. _____

4. In each of these jobs, with whom do LEP employees interact (check); and about what percent of their time is spent in these types of interactions?

	(check)	(percent time)
a. Supervisors	_____	_____
b. Co-workers	_____	_____
c. Guests/Patients/Clients/Customers	_____	_____
d. Others_____	_____	_____
_____	_____	_____

II. Assessment of LEP Employee Limitations (to be filled out by Department heads and additional staff/supervisors).

List additional staff:

Name_____ Position_____

Name_____ Position_____

From your perspective and experience with LEP employees, check those areas/items which pose special problems for them on the job.

	Major Problem	Minor Problem	No Problem
A. Company policies and procedures			
1. Understanding and/or completing routine forms:			
a. Application	_____	_____	_____
b. Tax (W-2, W-4)	_____	_____	_____
c. Medical Insurance	_____	_____	_____
d. Life Insurance	_____	_____	_____
e. Credit Union	_____	_____	_____
f. Paycheck (deductions, etc.)	_____	_____	_____

	Major Problem	Minor Problem	No Problem
2. Understanding and following standard policies/rules:			
a. Hours/shifts, weekly schedules	_____	_____	_____
b. Tardiness, docking	_____	_____	_____
c. Overtime	_____	_____	_____
d. Breaks	_____	_____	_____
e. Sick days/calling in sick	_____	_____	_____
3. Understanding and participating in performance reviews and evaluations: (e.g. ability to discuss ways to improve work habits and maintain improved performance).	_____	_____	_____
4. Large turnover (e.g. employees quit or are terminated).	_____	_____	_____
5. Not advancing through promotions (e.g. understanding of working more independently or taking increased responsibility).	_____	_____	_____
6. Understanding and following safety procedures	_____	_____	_____
7. Understanding and using proper channels of communication to disucss problems, etc.	_____	_____	_____
8. Other (list)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
B. Language Work related			
1. Understanding job duties.	_____	_____	_____
2. Understanding specific work processes, especially for starting and stopping tasks.	_____	_____	_____
3. Understanding work-related tools, equipment and materials.	_____	_____	_____
4. Understanding and indicating work-related locations.	_____	_____	_____

	Major Problem	Minor Problem	No Problem
5. Understanding work-related time factors (e.g. telling time, asking and answering questions regarding time.)	_____	_____	_____
6. Understanding and carrying out work-related measurements.	_____	_____	_____
7. Understanding and explaining reasons for actions.	_____	_____	_____
8. Understanding or describing characteristics of work-related objects or processes.	_____	_____	_____
9. Understanding instructions about work processes.	_____	_____	_____
10. Requesting clarification of instructions.	_____	_____	_____
11. Asking for help; stating needs.	_____	_____	_____
12. Reporting problems.	_____	_____	_____
13. Understanding and correcting errors.	_____	_____	_____
14. Understanding and following changes or redirections.	_____	_____	_____
15. Recognizing expressions for interruptions.	_____	_____	_____
16. Acknowledgement of being spoken to.	_____	_____	_____
17. Describing/reporting work completed.	_____	_____	_____
18. Understanding or making evaluations about quality of work performed.	_____	_____	_____
19. Understanding or giving warning or cautions.	_____	_____	_____
20. Taking and passing on a message.	_____	_____	_____
21. Understanding written notices, memos, newsletters.	_____	_____	_____
22. Other (list)			
_____	_____	_____	_____
_____	_____	_____	_____

	Major Problem	Minor Problem	No Problem
C. Language: Social Interaction on the job.			
1. Understanding general conversation around them so that awkward situations do not arise (e.g., understanding slang, "in house" terms, style of other ethnic groups).	_____	_____	_____
2. Initiating and responding to introductions, greetings and conversational openers.	_____	_____	_____
3. Initiating and responding to small talk (with co-workers, patients, or guests).	_____	_____	_____
4. Extending and responding to an invitation (e.g., "Let's meet at break for a cup of coffee.")	_____	_____	_____
5. Closing a conversation or recognizing when a conversation has been closed (e.g., leave-taking).	_____	_____	_____
6. Other (list)			
_____	_____	_____	_____
_____	_____	_____	_____
D. Cultural/coping factors.			
1. Sticking together versus mixing with other workers.	_____	_____	_____
2. Dietary habits.	_____	_____	_____
3. Personal health/sanitary habits.	_____	_____	_____
4. Transportation problems.	_____	_____	_____
5. Childcare problems.	_____	_____	_____
6. Other (list)			
_____	_____	_____	_____
_____	_____	_____	_____

Thank you again for your time in filling out this questionnaire.

1/SPEVOC/211.59

APPENDIX F

Dialogue "No Name Tag"

(Two employees are talking.)

_____: Where's your name tag?

_____: I forgot it.

_____: You better get one.

_____: What do I do?

_____: See your manager.

Exercises:

1. I forgot my name tag.
   broke
   lost
   misplaced

2. You better get one.
   go now.
   hurry up.
   take your break.
   watch your step.
   watch it.

Dialogue "A Favor"

(Two employees are talking.)

_____: Do me a favor? Can you work for me on Sunday?

_____: Sure, but you better check with our supervisor.

_____: Great! Thanks a lot! I'll check right now.

Exercises:

1. You better check your schedule.
   your paycheck.
   room _____ again.
   your supplies.
   your gas.
   your tires.

2. Great!
   Fantastic!
   Wonderful!
   Super!
   Good!
   Marvelous!

3. Thanks a lot!
   a million!
   a bunch!
   so much!

4. Can you work for me next week?
   lend me $2?
   pick me up tomorrow morning?
   take me home tonight?
   help me move my furniture?

Dialogue "Catch Up"

(A supervisor is talking to an employee.)

_____: Aren't you done yet?

_____: No, I'm running late.

_____: You're behind in your work. You need to catch up.

_____: I'll try. I'm doing my best.

Exercises:

1. You need to catch up.
   have to
   ought to
   better
   should

2. I'm behind in my work.
   rent.
   car payments.
   bills.

3. I need to catch up.
   work late.
   leave early.
   get gas.
   get groceries.

Dialogue "In Trouble at Work"

(Two friends are talking about a problem at work.)

_____: Hi! How's it going?

_____: Not too good. I'm in hot water with my supervisor.

_____: Oh! What happened?

_____: I was late two days in a row. He blew up!

_____: Did you have a good excuse?

_____: No, I overslept.

Exercises:

1. How's it going?
   your job?
   your work?
   your family?
   your love life?

2. I worked two days in a row.
   was off
   was sick
   was early
   was at class

3. Did you have a good excuse?
   reason?
   story?
   alibi?

Excuses for Being Late:

1. My baby was sick.
2. I overslept.
3. I had car trouble.
4. I had a flat tire.
5. The bus was late.
6. The van was late.
7. My baby sitter was late.
8. My baby sitter couldn't come today.
9. I couldn't find my car keys (wallet, name tag).
10. My clock was wrong (My clocked stopped).

Dialogue "I'm Mad!"

(Two employees are talking.)

_____: Boy! Am I mad!

_____: Why? What's the matter?

_____: My boss is always picking on me. He says I'm too slow.

_____: Can't you work faster?

_____: I try, but I never finish on time.

Exercises:

1. I'm mad.
   angry.
   upset.
   teed off.
   furious.

2. I'm too slow.
   tired.
   upset.
   early.
   late.
   nervous.

3. I never finish on time.
   early.
   late.
   soon enough.
   before noon.
   before 4:30.

Dialogue "What's the Matter?"

(Two friends are talking.)

_____: What's the matter with you?

_____: I feel awful!

_____: Are you sick?

_____: No, I was up all night. My baby had a fever.

_____: I'm sorry. That's too bad. I hope the baby is better tonight.

_____: Thanks. I hope so, too!

Exercises:

1. I was up all night.
   late.
   early.
   watching TV.
   washing clothes.
   working on my car.

2. What's the matter?
   wrong?
   the problem?
   the deal?

3. I had a fever.
   cold.
   headache.
   backache.
   stomachache.
   toothache.
   cough.
   sore throat.

4. I feel awful.

bad.	nervous.
sick.	embarrassed.
sleepy.	hungry.
tired.	thirsty.
beat.	full.
happy.	mad.
good.	angry.
glad.	
sad.	

Dialoque "Dead Battery"

(Two employees are talking. They're ready to go home.)

_____: My car is in the parking lot. It won't start. I left my lights on.

_____: Oh! Your battery is dead. I'll jump it. I have the jump cables.

_____: Gee! Thanks a lot!

_____: If it doesn't work, I'll give you a ride home.

_____: Great! Could you drop me off at my sister's house?

_____: Sure. No problem.

Exercises:

1. My car is in the parking lot.
   driveway.
   garage.
   body shop.

2. I left my lights on.
   radio
   TV
   AC
   iron
   stove
   oven

3. I dropped off my uniform.
   extra supplies.
   dirty linen.
   laundry.
   dry cleaning.
   kids.
   friend.

Dialogue "A Bad Check"

(Two friends are talking.)

_____: What's the matter? You look upset!

_____: I did something really stupid. I wrote a bad check at Winn-Dixie.

_____: Oh, Oh! You bounced a check! You'll have to pay a fee to the store and to your bank.

_____: You're right! I had to pay $15 to the store and $10 to the bank. I'll never do that again!

_____: You need to make out a budget!

Exercises:

1. You look upset.
   mad.
   hungry.
   tired.
   bored.
   sick.
   nervous.

2. I did something really stupid.
   dumb.
   crazy.
   silly.
   awful.
   bad.

3. I wrote a bad check.
   rubber
   good
   big
   little

4. You'll have to pay a fee.
   a fine.
   your rent.
   on time.
   interest.
   tax.
   social security.

5. You need to make out a form.
   a budget.
   a time sheet.
   an application.
   a grocery list.

APPENDIX G

ORANGE COUNTY PUBLIC SCHOOLS
POSTSECONDARY VOCATIONAL,
ADULT AND COMMUNITY EDUCATION
WORKPLACE LITERACY

TASK ANALYSIS (Job Shadowing)

Task 1: Determine basic skills needed to perform the job effectively.
Checklist:

A. Date of observation(s) _____

B. Hours _____

C. Task(s) _____

D. Purpose of task(s) performed:

_____

_____

_____

List number of times worker(s)

A. Reads _____ Circumstances _____

B. Writes _____ Circumstances _____

C. Does mathematical calculations _____

Circumstances _____

D. Speaks _____ Circumstances _____

E. Setting of task(s) performed: _____
(individual or group performance)

Task 2: List materials needed to perform the job.

_____ _____

_____ _____

_____ _____

List all materials/equipment needed to do the job. (vocabulary)

_____ _____

_____ _____

_____ _____

List materials that are written and read in the performance of the job.

_____ _____

_____ _____

_____ _____

Task 2: (continued)

Examine written/read materials and determine reading levels and vocabulary.

_____

_____

_____

Explain how content of written/read materials were examined to determine reading level.

_____

_____

_____

_____

Task 3: Interviews (supervisors/employees) to determine their perception of the basic skills needed to do the job.

A. Date of interview _____

B. Identify skills that employees say are most important.

Most used skills	How skills are used
_____	_____
_____	_____
_____	_____
_____	_____

C. Ask supervisors which skills are needed for the job.

Skills needed for job	Skills critical to job
_____	_____
_____	_____
_____	_____
_____	_____

D. Ask supervisors how to perform task(s).
List step by step process.

_____

_____

_____

_____

Task 3: (continued)

E. Observe employee performance. List step by step process.

Task 4: Determine whether the employees have the basic skills needed for job performance. Provide a written description of the audited job(s) in terms of:

Listening (Understanding)

Speaking

Reading

Writing

Computation

Discuss observation informally with employees, supervisor(s), workplace literacy coordinator(s) to pinpoint concerns.

Concerns:

_____

_____

_____

_____

Date of discussion _____

Summary

_____

_____

_____

_____

_____

_____

Date _____ Signature _____

1/SPEVOC/211.47

LIST OF ESOL METHODS AND TECHNIQUES

ESOL -- LEVEL I-II

Diagrams
Pocket charts
Flash cards
Sentence strips
Flannel boards
Flip charts
Language Master cards
Cassettes
Role play
Overhead transparencies
Total Physical Response
Aural/oral activities
Number charts

ESOL -- LEVEL III-IV

Flash cards
Sentence strips
Flip charts
Language Master cards
Cassettes
Role play
Overhead transparencies
Aural/oral activities
Writing (chalk) boards
Writing activities

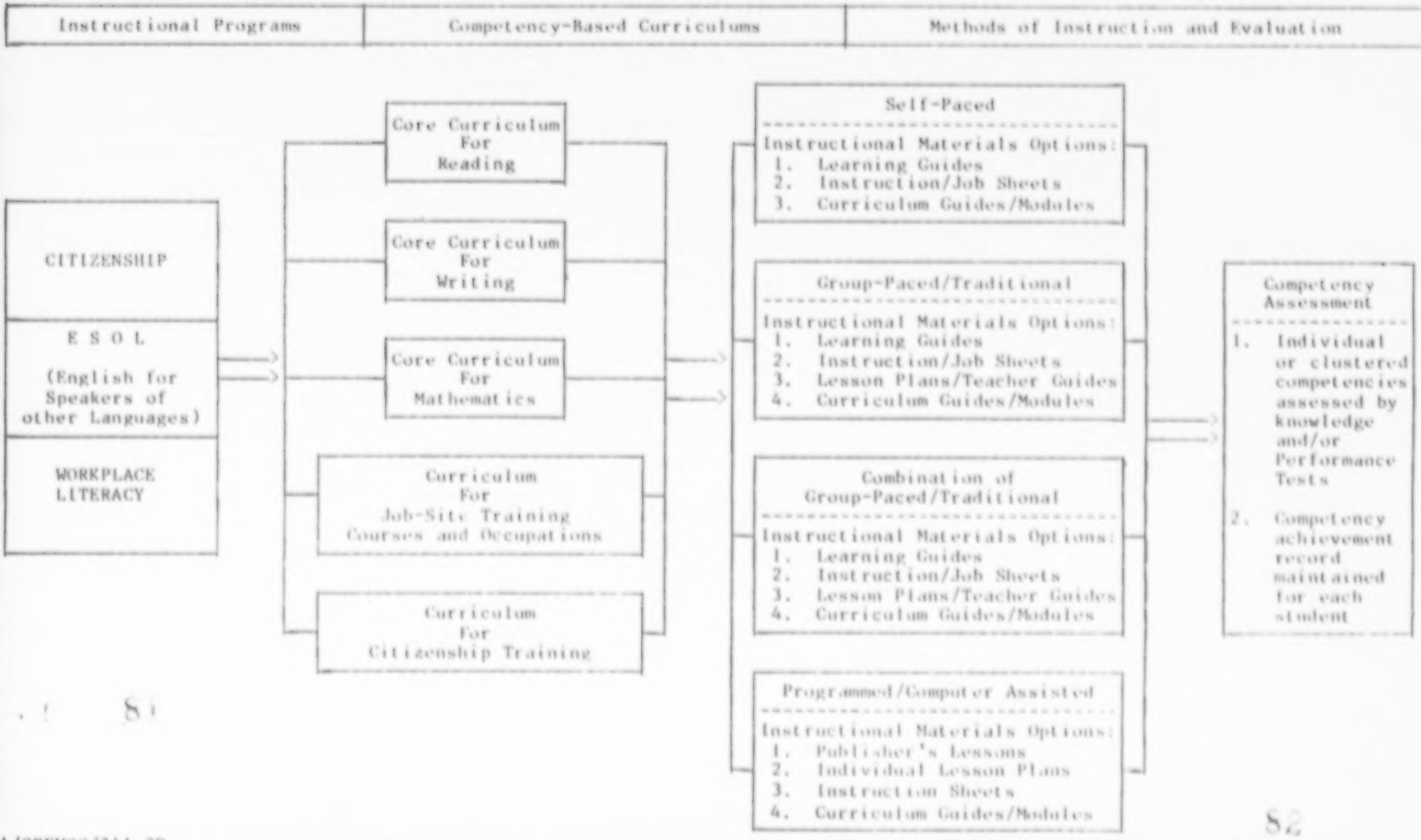
ESOL -- LEVEL V-VIII

Flip charts
Language Master cards
Cassettes
Role play
Overhead transparencies
Aural/oral activities
Writing (chalk) boards
Writing activities

DEPARTMENT OF POSTSECONDARY VOCATIONAL, ADULT AND COMMUNITY EDUCATION
ORANGE COUNTY PUBLIC SCHOOLS

1

C B E C U R R I C U L U M M O D E L F O R A D U L T J O B - S I T E E D U C A T I O N P R O G R A M S



1/SPEVOC/211.39

BASIC SURVIVAL SIGHT WORDS

1. FIRST NAME	first name
2. LAST NAME	last name
3. CITY	city
4. STATE	state
5. TELEPHONE NUMBER	telephone number
6. HOUSE NUMBER	house number
7. APARTMENT	apartment
8. ZIP CODE	zip code
9. DATE	date
10. SOCIAL SECURITY NUMBER	social security number
11. ALIEN REGISTRATION NUMBER	alien registration number
12. BIRTH DATE	birth date
13. MALE/FEMALE or M/F	male/female or m/f
14. MR., MRS., MS., MISS	Mr., Mrs., Ms. Miss

SUNDAY, MONDAY, TUESDAY, WEDNESDAY, THURSDAY, FRIDAY, SATURDAY

JANUARY, FEBRUARY, MARCH, APRIL, MAY, JUNE, JULY, AUGUST, SEPTEMBER, OCTOBER, NOVEMBER, DECEMBER (also their abbreviations)

MEN WOMEN	HOSPITAL	NO SMOKING
BUS STOP	EXIT ENTRANCE	POISON
WALK/DON'T WALK	DANGER	

FILLING OUT A FORM:

Please print.

__MR. __MRS. __MISS __MS. NAME: _____
last first middle

ADDRESS: _____
house no. street city state zip

HOME PHONE: ( ) _____ SEX: __M __F SOC. SEC. NO. ___ - ___ - ____

COUNTRY OF BIRTH: _____ DATE OF BIRTH: ___/___/___
mo. day year

AMERICAN CITIZEN? __YES __ NO VISA NO. _____

HEIGHT:____ WEIGHT:____ COLOR EYES:_____ COLOR HAIR:_____ AGE:_____

MARITAL STATUS: __MARRIED __DIVORCED __SINGLE __WIDOWED __SEPARATED

SPOUSES NAME:_____ NO. OF CHILDREN:_____

ARE YOU CURRENTLY
EMPLOYED? __YES __NO WHERE? _____

OCCUPATION: _____ WORK PHONE: ( ) _____

SIGNATURE: _____

1/SPEVOC/211.34
03/23/90

APPENDIX H

WEATHASHADE
CORPORATION
3000 W. Orange Avenue
Apopka, FL. 32703

SAFETY MANUAL

"DON'T LET THIS HAPPEN TO YOU"
STAY ALERT!!!!

OCPS

ORANGE COUNTY PUBLIC SCHOOLS

SANTOS SANCHEZ, JR.
JOB-SITE PROJECT

ORANGE COUNTY PUBLIC SCHOOLS
JOB-SITE PROJECT

WEATHASHADE
GENERAL SAFETY MANUAL

INTRODUCTION

OBJECTIVE: Given this information about General Factory Safety rules the student will answer ten(10) "True" or "False" questions covering these safety rules with 100% accuracy.

PRETEST: The pretest is designed to see how much the student already knows about general safety rules.

LEARNING ACTIVITIES:

1. General Mechanical Safety
2. General Electrical Safety
3. General Chemical Safety
4. General Housekeeping Safety
5. General Personal Safety

POST TEST This is the final test in the manual. Be sure to follow the directions carefully. The employee should achieve 100 percent accuracy .

GENERAL SAFETY

STUDENT:_____
DATE:_____

PRETEST

Answer the following questions. Write out the words "True" or False" in the blanks at the left of each question.

_____1. When you work in the factory keep your long sleeve shirt tucked in your jeans.

_____2. Buy ear plugs and safety equipment to wear in the factory.

_____3. Wipe up spilled oil or grease immediately.

_____4. Keep your work area clean and the floor dry at all times.

_____5. Fix all electrical wiring and connections.

_____6. Play with the electrical control panel and fix the dials.

_____7. Shut off *"Main Power Switch (Handle)"* when there is a power outage.

_____8. Bring your friends and family to work with you in the factory.

_____9. In case of "Emergency" push the *red button* to stop the machine from working.

_____10. Operate "forklifts" to make your job easier at the factory.

WEATHASHADE

Student Competencies
for the
Job-Site ESOL Class

Student's Name:_____

Social Security Number:_____

Teacher's Name:_____

DATE COMPLETED	COMPETENCIES

I. GENERAL SAFETY

_____ 1. Pretest
_____ 2. Post Test

II. GENERAL MECHANICAL SAFETY

_____ 1. Pretest
_____ 2. Student identifies "Sensors"
_____ 3. Student identifies "Emergency Stop Button"
_____ 4. Student identifies "Safety Covers"
_____ 5. Student identifies "Safety Warning Signs"
_____ 6. Post Test

III. GENERAL ELECTRICAL SAFETY

_____ 1. Pretest
_____ 2. Student understands "Power Outage"
_____ 3. Student identifies "Main Shut Off Switches"
_____ 4. Student identifies "Control Panel"
_____ 5. Student understands "Electrical Problem vs. Electronic Problem.
_____ 6. Post Test

IV. GENERAL CHEMICAL SAFETY

_____ 1. Pretest
_____ 2. Student can identify "Chemicals"
_____ 3. Student identifies "Plastic Resins"
_____ 4. Student identifies "Solvents"
_____ 5. Student identifies "Cleaning Fluids"
_____ 6. Student identifies and knows use of "Safety gloves and Glasses"
_____ 7. Post Test

V. GENERAL HOUSEKEEPING SAFETY

1. Pretest
2. Student identifies and knows use of "Brooms"
3. Student identifies and knows use of "Oil Dry"
4. Student identifies and knows how to operate "Dry Vacuum"
5. Student identifies and knows use of "Trash Cans"
6. Student knows the meaning of "Work Area Inspection"
7. Post Test

VI. GENERAL PERSONAL SAFETY

1. Pretest
2. Student identifies and knows use of "Safety Shoes"
3. Student understands "Uniform Policy"
4. Student understands "Drunkness Policy"
5. Student understands "Termination Policy"
6. Student knows how to call for "Medical or Police Assistance"
7. Post Test

GENERAL MECHANICAL SAFETY

STUDENT:_____

DATE:_____

PRETEST

Answer the following questions. Write out the words "True" or "False" in the blanks at the left of each question.

_____1. Safety on machines is not important.

_____2. All employees should be trained on the machine(s) before operating the machine(s).

_____3. You should know where the "Emergency Stop Button" is located on the machine that you are operating.

_____4. "Emergency Stop Buttons" stop the employee from working and make the machine run faster.

_____5. You should remove all "Safety Covers" from the machine that you are operating.

_____6. "SENSORS" tell the machine that something is wrong.

_____7. "Do Not Touch Hot" means that the machine is hot.

_____8. "Caution Moving Parts" means that you can move the machine.

_____9. "Chance of Electrical Shock" means that you could get electrocuted.

_____10. You must be trained to operate a "Forklift".

GENERAL MECHANICAL SAFETY

General mechanical safety on machines is of the utmost importance. An employee should not attempt to do any mechanical work for which he/she has not be trained. Training on the machines is a requirement before you operate a machine alone.

Supervisors are trained to handle any mechanical problem with the machines. If you as an employee have a problem with your machine, call a supervisor and let him repair the machine or take care of the problem.

You should become familiar with the "Emergency Stop Buttons". These are located on all the machines and they stop the machines when they are pressed. Use them only in *Case of Emergency.*

All employees should know what "Safety Covers" and "Sensors" do on the machines. "Safety Covers" are used to protect the employees from injuries by covering the moving parts of the machine. "Sensors" are used by the machine to detect a malfunction within the machine. The "Sensors" detect an unsafe condition and usually shut off the machine. "Safety Covers" should never be removed from the machine.

The following safety signs are designed to warn the machine operator of potential safety hazards.

"DO NOT TOUCH HOT"

"CAUTION MOVING PARTS"

"CHANCE OF ELECTRICAL SHOCK"

FORKLIFT OPERATIONS

" DO NOT OPERATE ANYTHING THAT YOU HAVE NOT BEEN TRAINED TO OPERATE. "

" DO NOT BE AFRAID TO SAY NO/OR REFUSE TO OPERATE A MACHINE THAT YOU FEEL THAT THERE IS A POTENTIAL DANGER TO YOU OR SOMEONE ELSE. "

" BE SURE THAT YOU ARE PROPERLY TRAINED TO OPERATE A FORKLIFT BEFORE YOU OPERATE ONE. "

" WHEN IN DOUBT ABOUT OPERATING ANY EQUIPMENT ASK YOUR SUPERVISOR, OR GET THE PROPER TRAINING BEFORE YOU OPERATE THE EQUIPMENT. "

WEATHASHADE

SAFETY RULES

1. DO NOT FIX/REPAIR MACHINES, UNLESS IT IS YOUR JOB.

2. DO NOT PLAY WITH THE RED "STOP BUTTONS" , UNLESS IT IS AN *EMERGENCY* .

3. DO NOT REMOVE "SAFETY COVERS".

4. DO NOT TOUCH "SENSORS".

5. OBEY SAFETY STICKERS AND SIGNS.

FORKLIFT OPERATIONS:

A. DO NOT OPERATE THE FORKLIFTS, UNLESS YOU ARE PROPERLY TRAINED TO OPERATE THEM PROPERLY AND SAFELY.

B. DO NOT BE AFRAID TO SAY "NO" OR "REFUSE" TO OPERATE THE FORKLIFT OR ANY OTHER MACHINERY WHEN YOU FEEL THAT THERE IS A POTENTIAL DANGER TO YOU OR SOMEONE ELSE.

C. REPORT ALL "INCIDENTS OR ACCIDENTS" TO YOUR SUPERVISOR.

GENERAL MECHANICAL SAFETY

STUDENT:_____

DATE:_____

POST TEST

Answer the following questions. Write out the words "True" or "False" in the blanks at the left of each question.

_____1. You must be trained to operate a "Forklift".

_____2. "Caution Moving Parts" means that you can move the machine.

_____3. You should know where the "Emergency Stop Button" is located on the machine that you are operating.

_____4. All employees should be trained on the machine(s) before operating the machine(s).

_____5. SAFETY on machine(s) is not important.

_____6. You should remove all "Safety Covers" from the machine(s) that you are operating.

_____7. "Emergency Stop Buttons" stop the employee from working and make the machine(s) run faster.

_____8. "SENSORS" tell the machine(s) that something is wrong with the machine(s).

_____9. "Do Not Touch Hot" means that the machine(s) is HOT.

_____10. "Chance of Electrical Shock" means that you could get electrocuted.

GENERAL ELECTRICAL SAFETY

STUDENT:_____

DATE:_____

PRETEST

Answer the following questions. Write out the words "True" or "False" in the blanks at the left of each question.

_____1. Electrical repairs are handled by the Maintenance Department.

_____2. Do not report unsafe conditions to the supervisor.

_____3. FIX all electrical problems.

_____4. "Power Outage" means that the lights are on.

_____5. All problems with electrical controls are electronic problems.

_____6. All problems dealing with electricity are electrical problems.

_____7. The Main Shut Off Switch cuts off all the electrical power to the factory.

_____8. "Power Outage" means that all electrical power to the factory is off.

_____9. Mr. Travis Wyatt repairs all electrical problems in the factory.

_____10. Report all electrical problems to your supervisor.

GENERAL ELECTRICAL SAFETY

ALL ELECTRICAL REPAIRS ARE HANDLED BY THE MAINTENANCE DEPARTMENT.

ALL UNSAFE ELECTRICAL CONDITIONS NEED TO BE REPORTED TO A SUPERVISOR IMMEDIATELY.

DO NOT ATTEMPT TO DEAL WITH ELECTRICAL PROBLEMS YOURSELF.

WHENEVER THERE IS A "POWER OUTAGE", ALL MAIN SHUT OFF SWITCHES SHOULD BE TURNED OFF UNTIL THE POWER COMES ON AGAIN.

ELECTRONIC PROBLEMS:	Are problems having to do with the controls and functions of the machine(s).
ELECTRICAL PROBLEMS:	Are problems having to do with electricity.
MAIN SHUT OFF SWITCH:	Switch that cuts off all electrical power to machine.
POWER OUTAGE:	When the electricity to the plant is cut off due to power failure or electrical storm.

IN CASE OF EMERGENCY OR ELECTRICAL PROBLEMS:

Contact Mr. TRAVIS WYATT in the plant/factory office.

GENERAL ELECTRICAL SAFETY

STUDENT:_____

DATE:_____

POST TEST

Answer the following questions. Write out the words "True" or "False" in the blanks at the left of each question.

_____1. Do not report unsafe conditions to the supervisor.

_____2. Fix all electrical problems.

_____3. All problems with electrical controls are electronic problems.

_____4. Report all electrical problems to your supervisor.

_____5. Mr. Travis Wyatt repairs all electrical problems in the factory.

_____6. "Power Outage" means that the lights are on.

_____7. All problems dealing with electricity are electrical problems.

_____8. The Main Shut Off Switch cuts off all the electrical power to the factory.

_____9. Electrical repairs are handled by the Maintenance Department.

_____10. Report all electrical problems to your supervisor.

GENERAL CHEMICAL SAFETY

STUDENT:_____
DATE:_____

PRETEST

Answer the following questions. Write the words "True" or "False" in the blanks at the left of each question.

_____1. Information for the safety of plastic resin is not available.

_____2. Mr. George Ludwig has information for the safety of solvents, cleaners, and plastic resin.

_____3. "Plastic Resin" is the material used to make plastic.

_____4. Plastic resin is dangerous when left on the floor.

_____5. "Solvents" are used for cleaning machine parts.

_____6. "Safety glasses" are not used in the plant.

_____7. "Safety gloves" are used to protect your hands.

_____8. "Safety glasses" are used to protect your eyes.

_____9. "Safety glasses and gloves" are available for your use in the factory office. (Ask for them)

_____10. "Do not smoke" when using solvents or cleaners.

GENERAL CHEMICAL SAFETY

ALL INFORMATION REGARDING SAFETY OF PLASTIC RESIN, SOLVENTS, AND CLEANERS IS AVAILABLE FROM MR. GEORGE LUDWIG.

CHEMICALS ARE FLUIDS THAT ARE FLAMMABLE AND SHOULD BE USED PROPERLY FOLLOWING THE DIRECTIONS ON THE CONTAINER.

ALL CHEMICALS SHOULD BE STORED IN A PROPER PLACE DESIGNATED FOR "CHEMICALS".

"PLASTIC RESIN" SHOULD BE SWEPT-UP FROM THE FLOOR *"IMMEDIATELY."*

"CLEANING FLUIDS AND SOLVENTS" SHOULD BE USED WITH EXTREME CAUTION AND ALWAYS FOLLOWING THE DIRECTIONS FOR THEIR USE.

"CLEANING FLUIDS AND SOLVENTS" SHOULD BE STORED IN A SAFE PLACE OR CONTROLLED AREA. DO NOT LEAVE CHEMICALS, CLEANERS, AND SOLVENTS UNATTENDED.

SOLVENTS AND CLEANERS ARE USED TO CLEAN MACHINE PARTS.

YOU SHOULD NOT SMOKE WHEN USING THESE CLEANERS, SOLVENTS OR CHEMICALS BECAUSE THEY ARE FLAMMABLE.

"SAFETY GLOVES AND SAFETY GLASSES" ARE AVAILABLE FOR YOUR USE IN THE FACTORY OFFICE. IF YOU WANT TO USE THEM, "ASK FOR THEM."

"SAFETY GLOVES" ARE USED TO PROTECT YOUR HANDS.

"SAFETY GLASSES" ARE USED TO PROTECT YOUR EYES.

"IT IS VERY IMPORTANT TO WEAR YOUR SAFETY EQUIPMENT."

WEATHASHADE

GENERAL CHEMICAL SAFETY

STUDENT:_____

DATE:_____

POST TEST

Answer the following questions. Write the words "True" or "False" in the blanks at the left of each question.

_____1. Mr. GEORGE LUDWIG has information for the safety of solvents, cleaners, and plastic resin.

_____2. "Plastic Resin" is Dangerous when left on the floor.

_____3. "SOLVENTS" are used for cleaning machine parts.

_____4. "SAFETY GLASSES" are not used in the plant.

_____5. "SAFETY GLOVES" are used to protect your hands.

_____6. "DO NOT SMOKE" when using solvents or cleaners.

_____7. "SAFETY GLASSES AND GLOVES" are available for your use in the factory office. (Ask for them)

_____8. "INFORMATION" for the safety of plastic resin is not available.

_____9. "SAFETY GLASSES" are used to protect your eyes.

_____10. "PLASTIC RESIN" is the material used to make plastic.

GENERAL HOUSEKEEPING SAFETY

STUDENT:_____

DATE:_____

PRETEST

Answer the following questions. Write out the words "True" or "False" in the blanks at the left of each question.

_____1. "WORK AREAS" should always be clean; free of oil and water.

_____2. "FLOORS" should have oil and water.

_____3. "BROOMS" should be used at all times to keep work areas clean.

_____4. "OIL DRY" is used to clean machines.

_____5. "DRY VACUUM" is used to clean up wet and dry messes.

_____6. "TRASH CANS" should only be used when clean.

_____7. "WORK AREA INSPECTION" should be done when you get off shift.

_____8. "RESIN PARTICLES" if left on the floor can cause serious accidents.

_____9. KEEP your work area clean at all times.

_____10. DO NOT REMOVE safety hazards from your work area.

GENERAL HOUSEKEEPING SAFETY

WORK AREAS: Should always be clean, free of trash, oil, water and safety hazards. Example: Ladder in the middle of the floor.

FLOORS: Should always be kept dry--free of oil and water.

CIGARETTE BUTTS: Should not be thrown on the floor. Use ashtrays or trash cans.

GREASE AND OIL SPILLS: SHOULD BE CLEANED IMMEDIATELY.

OIL ON SHOES: prevent Should be cleaned immediately off the shoes to spreading the oil all over the factory.

"NEVER WAIT TO CLEAN THE FLOOR, IF IT NEEDS CLEANING DO IT "IMMEDIATELY".....DO NOT WAIT TO THE END OF SHIFT."

BROOMS: Every work area should have one. Do not be afraid of the broom--use it to keep your work area clean. Clean floors prevent accidents.

OIL DRY: OIL DRY is a substance or material used to dry up the oil spills, so that it can be swept-up. Use the OIL DRY on all oil spills then sweep it up or use the DRY VACUUM. OIL SPILLS CAN CAUSE SERIOUS ACCIDENTS.

DRY VACUUM: Is a vacuum cleaner used to clean up dry and wet messes. Use it to clean up water spills. The dry vacuum is also used to clean the machine(s). (Make sure that you are trained to operate the dry vacuum, if not, ask your supervisor for assistance.)

TRASH CANS: Use the trash cans for all trash, and keep your work areas clean and trash free.

RESIN
PARTICLES: Must be kept off the floor. Always sweep-up the "Resin Particles" immediately. THEY ARE VERY SLIPPERY AND CAN CAUSE SERIOUS INJURIES.

REMEMBER.....REMEMBER.....REMEMBER.....

KEEP YOUR WORK AREA CLEAN AND ACCIDENT FREE.
CONSTANTLY INSPECT YOUR WORK AREA FOR CLEANLINESS.
REMOVE ALL SAFETY HAZARDS FROM YOUR WORK AREA.

GENERAL HOUSEKEEPING SAFETY

STUDENT:_____

DATE:_____

POST TEST

Answer the following questions. Write out the words "True" or "False" in the blanks at the left of each question.

_____1. "FLOORS" should have oil and water.

_____2. "BROOMS should be used at all times to keep the work areas clean.

_____3. "OIL DRY" is used to clean the machines.

_____4. KEEP your work area clean at all times.

_____5. "RESIN PARTICLES" if left on the floor can cause serious accidents.

_____6. "WORK AREA INSPECTION" should be done when you get off shift.

_____7. "WORK AREAS" should always be clean; free of oil and water spills.

_____8. "DRY VACUUM" is used to clean up wet and dry messes.

_____9. "TRASH CANS" should only be used when clean.

_____10. DO NOT REMOVE safety hazards from your work area.

GENERAL PERSONAL SAFETY

STUDENT:_____

DATE:_____

PRETEST

Answer the following questions. Write out the words "True" or "False" in the blanks to the left of each question.

_____1. "SAFETY SHOES" are not required in the factory.

_____2. YOU may wear tennis shoes to work.

_____3. UNIFORM POLICY states that all employees working longer than 90 Days should have uniforms ordered from the Company.

_____4. DRUNKNESS POLICY states "that you should come to work drunk and after drinking alcohol".

_____5. TERMINATION POLICY means you cannot work at WEATHASHADE.

_____6. DIAL 911 to call for Medical and Police assistance.

_____7. The First Aid Kit is located in the factory office.

_____8. You may wear sandals and flip flops to work.

_____9. Never drink alcohol before coming to work.

_____10. SHORTS are permitted to be worn at work in the factory.

GENERAL PERSONAL SAFETY

PROPER FOOTWEAR: Safety Shoes (Steel Toe) are not required to be worn in the factory while at work. A closed (Laced Shoe) shoe must be worn at all times. Tennis shoes may be worn in the factory. Sandals and flip flops are not to be worn in the factory while the employee is at work.

SHORT SLEEVE SHIRTS: No Long Sleeve Shirts should be worn. Wear <u>short sleeve shirts</u> ONLY. Long Sleeve shirts can be caught by the machine(s).

UNIFORM POLICY: After 90 Days the employee should have uniforms ordered from the Company. Uniforms are picked-up every Friday morning for cleaning. Uniforms must be worn clean at all times.

SHORTS: Shorts are permitted to be worn at work in the factory.

DRUNKNESS POLICY: ALCOHOL, DRUGS, and MEDICATION should not be taken before coming to work. This is a safety hazard for you and your co-workers. REPORTING to work drunk or drinking alcohol on the job can result in employee termination.

TERMINATION POLICY: Means that your employment at WEATHASHADE is ended. When you get terminated, you no longer work for the Company.

<u>CALLING FOR MEDICAL OR POLICE ASSISTANCE:</u>

Dial 911 in case of Emergency. (Fire, Accident, or Injury). You may dial from the breakroom, office phone, and the pay phone.

FIRST AID KIT: The basic First Aid Kit is located in the factory office. Inform your supervisor when you use the First Aid Kit. If some of the First Aid Kit supplies are missing, report it to your supervisor immediately so they can be ordered. Always use the First Aid Kit in case of injury. Do not forget to report all accident(s) to your supervisor. (No matter how small the injury)

GENERAL PERSONAL SAFETY

STUDENT:_____

DATE:_____

POST TEST

Answer the following questions. Write out the words "True" or "False" in the blanks to the left of each question.

_____1. DRUNKNESS POLICY states "that you should come to work drunk and after drinking alcohol.

_____2. TERMINATION POLICY means you cannot work at WEATHASHADE.

_____3. DAIL 911 to call for Medical and Police assistance.

_____4. You may wear sandals and flip flops to work.

_____5. Never drink alcohol before coming to work.

_____6. The First Aid Kit is located in the factory office.

_____7. "SAFETY SHOES" are not required in the factory.

_____8. You may wear tennis shoes to work in the factory.

_____9. UNIFORM POLICY states "that all employees working longer than 90 Days should have uniforms ordered from the Company.

_____10. SHORTS are permitted to be worn at work in the factory.

GENERAL SAFETY

STUDENT:_____

DATE:_____

POST TEST

Answer the following questions. Write out the words "True" or "False" in the blanks to the left of each question.

_____1. Buy ear plugs and safety equipment to wear in the factory.

_____2. Keep your work area clean and the floor dry at all times.

_____3. Play with the electrical control panel and fix the dials.

_____4. Bring your friends and family to work with you to the factory.

_____5. Operate "Forklifts" to make your job easier at the factory.

_____6. When you work in the factory keep your long sleeve shirt tucked in your pants.

_____7. Wipe up spilled oil and grease immediately.

_____8. Fix all electrical wiring and connections.

_____9. Shut off *"Main Power Switch (Handle)"* when there is a power outage.

_____10. In case of "Emergency" push the *red button* to stop the machine from working.

REMEMBER!!!

WEATHASHADE WARRIOR
"OFF DUTY"

ALWAYS BE ALERT
AND
THINK
SAFETY

(PIENSA EN SEGURIDAD)

ORANGE COUNTY PUBLIC SCHOOLS
WORKPLACE LITERACY
PAPIE POU EVALIE PROGRÈ ELEV YO

CREOLE

Pa ékri non rou non papié sa-a.

Profésè _____ Date _____

Ki klas _____ Konpayi _____

Bay yon répons pou shak nimé́ro.

	OUI	YON TI KRAS	NON
1. Bagay yo té sèvi nan klas la pat t'elman difisil.			
2. Bagay yo édé moin konpron-n anglé pi byin.			
3. Bagay yo édé moin konpran-n é respn-n pi byin nan klas.			
4. Infomasion yo bay nan klas la té édé-m nan travay moin.			
5. Klas yo montré-m kouman pou-m konpran é travay avèk lòt moun pi byin an jénéral.			
6. Profesè ya palé anglé ya dékoua pou tout moun nan klas la té konpran-n.			
7. Profesè ya té reté apre pou li té kapab répon-n késion tout élèv yo.			
8. profesè ya té montré ké li intéresé nan progrè shak élèv.			
9. Konséyé ya té édé-m anpil.			
10. Infomasion konséyé ya té bay la té trè impòtan pou édikasion moin.			
11. An gro mouin ka déklaré ke klas la té bon é ké mouin ta rinmin kontinié.			
12. Mouin ta konséyé tout moun kap travay avèk mouin yo pou yo alé nan klas sa-a.			

KOMANTÈ: _____

_____

Ki sa ou té pi rin-min nan klas la? _____

_____

_____ _____

1/SPEVOC/211.2

APPENDIX I

RESOURCE GUIDE

FOR THE

WORKPLACE LITERACY PROJECT

1989-1990

Frankie Dovel-Montello

and

Lynne B. Thibodeau

Edited by Evelyn Jennings and Katy Bauer

Orange County Public Schools

1989

1SPEVOC/204--02/16/90

INTRODUCTION FOR COUNSELOR

In the workplace literacy program, many basic skills and competencies are learned in the classroom so that the limited English proficient employee can learn to better function on the job. In the cross cultural guidance counseling materials, many employability skills and topics will be discussed so that an understanding of their usefulness and function in the American workplace will precede the skill or topic and also follow learning the skill itself in activities at the end of the topic unit. In the classroom, the guidance counselor will assist the teacher with further communication and demonstration of why these employability and living skills are important in this country and when they are to be used at work and at home.

The guidance counselor will provide student/employees with an understanding of the American work culture that will make our work customs seem more realistic and easier for foreign-born employees to follow. Knowing how and why American businesses and industries operate and what they expect from their employees gives the foreign-born employee a better understanding of the workplace and a better chance for success on the job. The first few months as an American employee is a starting point in the American business system. Guidance provided in the classroom will contribute to the student's successful job performance through definition, discussion, and active participation by role playing typical job and life management situations.

Each section of this guide is formatted as a unit. A vocabulary check list of words and idioms precedes each unit and provides a preview of key words and concepts used in the text. Specific vocabulary words related to the unit topic are defined in the text. Several activities follow the text to provide visual and verbal practice of the skills taught, as well as practical reinforcement of the skills as they relate to the student/employee's job. The self-check and personal rating activities can be used as counseling tools to create an awareness of difficulties or problems at work and find possible solutions to them.

After each unit, a Self-Appraisal form is included. This form may be filled out by the student and given to the job supervisor to encourage communication and feedback from the student, teacher and work supervisor. The guidance counselor may also use this form to counsel the student on progress made in problem areas.

In all activities in "Working in the United States," the most beneficial information includes specific data and material about the student's employer. Guidance counselors and teachers are encouraged to alter or add to the activities to reflect specific company procedures and information.

TABLE OF CONTENTS

Introduction i
Table of Contents iii

CHAPTER I: WORKING IN THE UNITED STATES-THE AMERICAN WORK ETHIC 1
An Overview - 2
What Does it Take to be a Successful Employee? - 3
Vocabulary - 5

Unit I: Positive Work Habits 6
Vocabulary Check List - 7
Vocabulary - 8

Section A: Punctuality and Attendance 9
Vocabulary Check List - 9
Vocabulary - 10
Activities - 13
Dialog - Role Play - 17
Self-Appraisal - 19

Section B: Job Performance 20
Vocabulary Check List - 20
Vocabulary - 21
Activities - 24
Self-Appraisal - 28

Section C: Safety 29
Vocabulary Check List - 29
Vocabulary - 30
Activities - 34
Dialog: Wearing Safety Clothing - 36
Self-Appraisal - 38

Section D: Unit I Review: Positive Work Habits 39

Unit II: Positive Work Attitudes 45
Vocabulary Check List - 46
Vocabulary - 47
Activities - 51
Self-Appraisal - 53
Unit II Review: Positive Work Attitudes

Unit III: Proper Work Dress 55
Vocabulary Check List - 56
Vocabulary - 60
Activities - 62
Dialog: Dress for Success - 65
Self-Appraisal - 66
Unit III Review: Proper Work Dress 67

TABLE OF CONTENTS (continued)

Unit IV:	Proper Work Appearance Vocabulary Check List - 69 Vocabulary - 72 Activities - 73 Self-Appraisal - 76 Unit IV Review: Proper Work Appearance	69 77
Unit V:	Job Maintenance Vocabulary Check List - 79 Vocabulary - 82 Activities - 86 Dialog - Role Play: Keeping Your Job - 88 Self-Appraisal - 90 Unit V Review: Job Maintenance	78 91
Unit VI:	Job Advancement Vocabulary Check List - 94 Vocabulary - 99 Activities - 100 Self-Appraisal - 103 Unit VI Review: Job Advancement	93 104
Unit VII:	Work Evaluations Dialog: Annual Performance Evaluations - 108 Self-Appraisal - 109	105
Unit VIII:	Communication at Work Dialogs - 113	110
CHAPTER II:	LIVING IN THE UNITED STATES	126
Unit I:	The American Family	127
Unit II:	Compulsory Education	137
Unit III.	Physical Health	144
Unit IV:	Mental Health	158
Unit V:	Housing	163
Unit VI:	Shopping	172
Unit VII:	Law Enforcement	184
Unit VIII:	Community Concerns	188
Unit IX:	Recreation	192
Unit X:	Religion	196

Personal Background

NAME _____
(Last) (First)

JOB LOCATION _____

SUPERVISOR _____

TEACHER'S NAME _____

Do you have children? _____

Are they enrolled in public school? _____

If yes, list their name(s), grade and school name.

_____

_____

_____

What schools have you attended? Where?

_____

_____

_____

_____

List the jobs you have had in the last five years.

_____

_____

_____

_____

_____

1/SPEVOC/211.38

APPENDIX J

Orange County Public Schools

Workplace Literacy

Staff Development Inventory

Directions

Statements relating to abilities or competencies deemed important by a broad spectrum of adult educators are listed in the following pages. for each item, indicate the degree of competence you possess at present. Circle the number which represents an approximate estimation of your perception of your own performance regarding each item. Mark your response by circling the number (designating degree) provided next to each item.

Clarification

The five degrees of competency are:

1. A slight degree of competency
2. Some degree of competency
3. A moderate degree of competency
4. A high degree of competency
5. A superior degree of competency

To what degree do I as an adult educator in the Workplace Literacy Project

1. Provide curricula which assists learners to improve employment skills.	1	2	3	4	5
2. Provide curricula which meets the business/industry job-site needs.	1	2	3	4	5
3. Assist adults in the development and use of learning skills.	1	2	3	4	5
4. Relate learning to immediate application.	1	2	3	4	5
5. Keep records of class and individual progress.	1	2	3	4	5
6. Exhibit behavior reflecting a feeling for the dignity and worth of individual.	1	2	3	4	5
7. Develop appropriate goals and objectives for the adult literacy program.	1	2	3	4	5
8. Provide practical activities for learning.	1	2	3	4	5
9. Assist adult learners in acquiring social skills to relate to others.	1	2	3	4	5
10. Know the social structure and characteristic of the community.	1	2	3	4	5
11. Relate effectively to people from a variety of cultural, economics, and occupational backgrounds.	1	2	3	4	5
12. Respond positively to constructive criticism by making appropriate changes.	1	2	3	4	5

13. Encourage the learner's growth through supportive communication.	1	2	3	4	5
14. Participate actively in professional adult education organizations.	1	2	3	4	5
15. Talk and act enthusiastically.	1	2	3	4	5
16. Provide practical activities for learning.	1	2	3	4	5
17. Enroll in college courses for professional growth.	1	2	3	4	5
18. Participate in adult education staff development offerings.	1	2	3	4	5
19. Use social skills which assist adult learners in developing a positive self-concept.	1	2	3	4	5
20. Assess learning needs.	1	2	3	4	5
21. Promote self-directed learning.	1	2	3	4	5
22. Use community resources.	1	2	3	4	5
23. Use relevant and effective instructional methods.	1	2	3	4	5
24. Accept comments of adult learners with positive attitude.	1	2	3	4	5
25. Construct learning objectives with measurable outcomes.	1	2	3	4	5
26. Understand the purpose of adult workplace literacy education within the community.	1	2	3	4	5
27. Recognize symptoms of physical deficiencies that may hinder performance.	1	2	3	4	5
28. Establish a basis for mutual respect with adult learners.	1	2	3	4	5
29. Use competency based assessment procedures.	1	2	3	4	5
30. Use sequential, relevant short-range instructional objectives.	1	2	3	4	5

APPENDIX K

Sample Vo-Tech Center Requirements

ORLANDO VOCATIONAL TECHNICAL CENTER

INDUSTRY SERVICES

TO: Industry Services Instructors

FROM: Lynne Thibodeau, Coordinator
Joan Newman, Assistant Director

RE: Procedures and Forms

DATE:

Your assistance in teaching and managing customized classes for corporations is what makes this program successful. This memo is designed to be a tool for you in tracking the components that make for successful courses. If I may ever be of assistance in your achievement of your class goals and objectives, please call extension 243 and I will be happy to assist you.

FORMS

Attendance - The Student Attendance Register is an approved county form and is due the last day of class. All instructors are required to use established codes to complete and to keep a copy. The official copy is a computer print-out and provided to you by the coordinator.

Student Registration - The Vocational/Adult Registration form is a white and blue form approved by the county office. Note: Industry Services use a one-page version of the four-ply form. Registrations are due after the first class session.

Class/Teacher Assignment Sheet - is an OVTC form used to track all Industry Services classes and assists in data management. It is intended to save the instructor time in the registration process by allowing the instructor to fill out the top third and omit filling out each individual registration below the gray line. (Just include course, course number and section on each form.) Please obtain further instruction on the procedure. The Class/Teacher Assignment Sheet is submitted with the completed Registration forms.

Evaluations - Course evaluations are given at the end of the course. An OVTC form is provided.

Student Withdrawal - Withdrawal is currently being reported on the Student Registration form and is due immediately upon withdrawal. Students who withdraw prior to the completion date need to be reported immediately. If the four-ply form is used, submit the white copy (it will be returned to you after entry into the

Information System) with the withdrawal information documented on the bottom line. (See attendance instruction sheet.)

If a student withdraws from a course registered on the one page form, notify the Industry Services Coordinator.

Certificates - Course attendance certificates are provided by OVTC and may be given at the end of a class. (Please allow two weeks to process certificates.)

Teacher Pay Voucher - is used to record the instructional hours of the part-time teacher. The payroll period extends from the 16th of the month to the 15th of the next month. The voucher must be placed in the assistant director's "In Box" (Room 237) by the 15th of each month. Exceptions are:

1. June (due by the 8th and projected through the 30th) and
2. December (due by the 8th and stops at the 15th)

Blank vouchers are available in Room 235.

FTE Reports - The FTE report has a Trial Report and a Confirmation Report. The Industry Services coordinator will inform you when the report is ready for your review. Please be prompt in responding.

The FTE Reporting Schedule will be distributed on a yearly basis and should be referred to "keeping up-to-date" the Industry Services coordinator.

Curriculum Requirements - A course outline -- including the number of hours, purpose, objectives, methods, topics, resources, bibliography and AV equipment required is completed and turned in before class begins.

Lesson Plan - A form provided to log daily class activities. Please turn in monthly.

APPENDIX L

Orange County Public Schools

Workplace Literacy Project

Management Evaluation

Please complete this evaluation of the Workplace Literacy/ESOL Project classes and return to:

Katy Bauer
Orange County Public Schools
Workplace Literacy Project
P. O. Box 271
Mail Station 302
Orlando, FL 32802

If you have any questions concerning the evaluation form, please call Katy Bauer at 422-3200, ext. 310.

Position of person completing this evaluation:

Management _____ Supervisory _____

Name and address of your company:

_____

_____

_____

Date: _____

Orange County Public Schools
Qualitative Improvement Data
Workplace Literacy

Section A

Please indicate, in the space provided, the number of employees who have improved in each area during the most recent Job-Site class. Students may have improved in more than one area.

Type of Achievement of participants:	No. of Participants
1. Improved communication skills	_____
2. Improved safety record	_____
3. Increased productivity	_____
4. Improved product quality/guest satisfaction	_____
5. Increased efficiency	_____
6. Reduced turnover	_____

Section B

Please indicate the methods which were utilized to obtain the data provided in Section A by placing a check in the blank next to each appropriate item.

Methods of gathering Data for Section A:

1. Surveys of trainees _____
2. Surveys of line managers and supervisors _____
3. Observation of employee behavior by managers and/or unions, including: production rates, time lost on job, etc. _____
4. Other (please describe):

_____

_____

Company: _____

Address: _____

Name of Person Supplying Information: _____

Date: _____ Phone: _____

Additional comments regarding the Job-Site Project classes located at your company are welcomed.

Orange County Public Schools
Workplace Literacy
Project Evaluation

Please evaluate the Job-Site English Project classes by indicating your response in the blanks provided.

1 = Strongly Agree
2 = Agree
3 = Disagree
4 = Strongly Disagree

Course Content

1. The course was designed to include curriculum useful to the employees. ____

2. The classes helped limited English speaking employees to understand and deal more effectively with other employees, clients, and/or guests in general situations. ____

3. The classes helped limited English speaking employees to understand and deal more effectively with other employees, clients, and/or guests in specific situations. ____

4. The Job-Site English classes helped limited English speaking employees to understand English on the job. ____

5. The Job-Site English classes helped limited English speaking employees to communicate in English on the job. ____

Materials

6. The materials used in the Job-Site English classes were appropriate for the needs of the students. ____

7. The materials helped the limited English speaking employees with their speaking of English on the job. ____

8. The materials helped the limited English speaking employees with their understanding of English on the job. ____

Instructor(s)

9. The instructor(s) was (were) well prepared. ____

10. The instructor(s) spoke English in a manner that was easily understood by the limited English speaking employees. ____

11. The instructor(s) was (were) available and able to answer students' questions. ____

12. The instructor(s) was (were) interested in student progress. ____

13. The instructor(s) was (were) enthusiastic about the subject matter. ____

Summary Evaluation

14. The Job-Site English Project was successful in improving the level of English of limited English speaking employees. ____

15. I would recommend this project to other businesses and/or industries. ____

Additional Comments:

1/SPEVOC/211.24

ORANGE COUNTY PUBLIC SCHOOLS
WORKPLACE LITERACY
Student Course Evaluation

SPANISH

NO SE IDENTIFIQUE EN ESTA FORMA. NO ESCRIBA SU NOMBRE.

Maestro (a) _____ Fecha _____

Curso _____ Compañia _____

Favor de marcar una respuesta para cada oración.

	SI	UN POCO	NO
1. Los materiales utilizados en clase estaban al nivel correcto de dificultad.			
2. Los materiales me ayudaron en la comprensión del Inglés.			
3. Los materiales me ayudaron a entender y responder en clase.			
4. La información presentada en este curso fue util para mi en mi trabajo.			
5. Las clases me ayudaron a entender y bregar mas efectivamente con las personas en general.			
6. El/La maestro(a) hablo inglés en una manera que era facil de entender por los estudiantes.			
7. El/La maestro(a) estaba accesible y dispuesto(a) a contestar las preguntas de los estudiantes.			
8. El/La maestro(a) estaba interesado(a) en el progreso academico de sus estudiantes.			
9. El/La consejero(a) fue de mucho beneficio para mi personalmente.			
10. La información presentada por él/la consejero(a) fue de mucha ayuda en mi crecimiento academico.			
11. En general creo que esta clase fue importante y me qustaría continuar.			
12. Recomendaría esta clase a mis compañeros de trabajo.			

COMENTARIOS: _____

_____

¿Que fue lo que mas le gusto de la clase? _____

_____

_____

ORANGE COUNTY PUBLIC SCHOOLS
WORKPLACE LITERACY
Student Course Evaluation

DO NOT IDENTIFY YOURSELF ON THIS FORM.

Teacher _____ Date _____

Course _____ Company _____

Please check one response for each statement.

	YES	SOMEWHAT	NO
1. The materials used in the class were at the appropriate level of difficulty.			
2. The materials helped me with my comprehension of English.			
3. The materials helped me to better understand and respond in class.			
4. The information presented in the course was useful to me on my job.			
5. The classes helped me to understand and deal more effectively with people in general.			
6. The teacher spoke English in a manner that was easily understood by the students.			
7. The teacher was available and able to answer students' questions.			
8. The teacher was interested in student progress.			
9. The counselor was very helpful to me personally.			
10. The information presented by the counselor was useful for my educational growth.			
11. Overall, I believe this class has been important and I would like to continue.			
12. I would recommend this class to my coworkers.			

COMMENTS: _____

_____

What did you like most about the course? _____

_____

_____

1/SPEVOC/211--02/01/90

Orange County Public Schools
Workplace Literacy
Teacher Course Evaluation

Do not write your name on this form. Only one response for each statement. Please circle the number which corresponds to the response you choose.

1. strongly agree
2. agree
3. neither agree nor disagree
4. disagree
5. strongly disagree

1. The curriculum is appropriate for the particular business/industry.

   1 2 3 4 5

2. The commercial materials used are at the appropriate level for the learners.

   1 2 3 4 5

3. The curricula implemented helps the students to improve employability skills.

   1 2 3 4 5

4. Class content relates to immediate application.

   1 2 3 4 5

5. Appropriate goals and objectives are developed to meet the specifications of the business/industry.

   1 2 3 4 5

6. A feeling for the dignity and worth of the individual is evident.

   1 2 3 4 5

7. The students receive assistance in the development and use of learning skills.

   1 2 3 4 5

8. A record of class and/or individual progress is kept.

   1 2 3 4 5

1/SPEVOC/211.40
04/09/90

9. Practical activities for learning are provided for the students.

1 2 3 4 5

10. Teachers/tutors are encouraged to participate in adult education staff development.

1 2 3 4 5

11. The learner's educational growth is encouraged.

1 2 3 4 5

12. Student learning needs are assessed.

1 2 3 4 5

13. Symptoms of deficiencies that may hinder student performance are recognized.

1 2 3 4 5

14. Relevant and effective instructional methods are used.

1 2 3 4 5

15. Competency based assessment procedures are used.

1 2 3 4 5

16. Individual and group counseling is provided for educational and personal growth.

1 2 3 4 5

Comments: _____

_____

_____

_____

_____

_____

_____

1/SPEVOC/211.41